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ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, FALL 1968.

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This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Service, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. A separate microfiche set which includes documents without ED numbers, is available from the ERIC Document Reproduction Service (VT 006 926). (HC)

C1

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

FALL 1968

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT007213

ED022970

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;

6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESEARCH INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

Abstracts of

Research and Related

Materials

in

Vocational and Technical Education

FALL 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Center gratefully acknowledges a contribution from The Sears-Roebuck Foundation to publish this quarterly abstract series.

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ERIC Clearinghouse
The Center for Vocational ~~and Technical~~ Education,
~~The~~ Ohio State Univ~~ersity~~.
980 Kinnear Road, Columbus, Ohio 43212

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Abstracts of Research and Related Materials in Vocational and Technical Education is a quarterly publication (Fall, Winter, Spring, Summer) published by the ERIC Clearinghouse on Vocational and Technical Education. Subscription is $9.00 per year. Send order to Publications Clerk, The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. Contents of this publication may be reprinted freely without requesting permission, providing appropriate credit is given to the Clearinghouse.

PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $11.00 a year; foreign, $2.75 additional. Single copy: Domestic, $1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Personal and Institutional Author Index

Document Number Index

Conversion of Document Number Index (VT to ED, ED to VT)

Vocational and Supporting Services Index

Subject Index

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 are available only on microfiche or facsimile copy. These may be ordered from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014, using the following information.

ED 013 336	Fall 1967 ARM	MF - $1.00	or	HC - $8.44
ED 015 335	Winter 1967 ARM	MF - $ .75	or	HC - $7.28
ED 016 875	Spring 1968 ARM	MF - $ .75	or	HC - $7.28
ED 019 525	Summer 1968 ARM	MF - $1.25	or	HC -$11.32

Please add a special handling charge of 50 cents to any order which totals less than $3. Payment must accompany orders totaling less than $5.

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

Publications Center Clerk
The Center for Vocational and Technical Education
980 Kinnear Road
Columbus, Ohio 43212

Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS it is available from a source cited at the end of the abstract. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas.

Documents which are a part of the VT-ERIC collection and are not announced in Research in Education are included in ARM and AIM. A VT number only is supplied on the resume. Documents which can be microfiched are grouped in VT number sequence as a microfiche set for each issue of AIM and ARM. Each set is announced in RIE under a single ED number. The Fall 1967 - Summer 1968 Microfiche Collections contain local clearinghouse VT documents and ED documents. Beginning with Fall 1968, the microfiche set will contain only clearinghouse documents. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

ARM Microfiche Collections

ARM	ED Number	Microfiche
Fall 1967	ED 013 338	$25.00
Winter 1967	ED 015 348	$26.25
Spring 1968	ED 016 876	$38.00
Summer 1968	ED 019 526	$72.75

It should be noted that organizations which have standing orders with EDRS for all VT-ERIC microfiche in RIE, or for the total microfiche collections in RIE will automatically receive the AIM and ARM microfiche collection.

Availability Key for Materials Reported in ARM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.	

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. To save time, request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

The prices for microfiche changed January 1, 1968. The price for Standing Orders (all ERIC Documents) was reduced to 8.4¢ per fiche and was increased to 25¢ per fiche for individual titles.

To compute the cost of individual microfiche announced prior to January 1, 1968 use the following table:

IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE	IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE
$.09	$ .25	$.54	$1.50
.18	.50	.63	1.75
.27	.75	.72	2.00
.36	1.00	.81	2.25
.45	1.25	.90	2.50

Microfiche cost of documents announced in this issue are based on the new price schedule.

Payment must accompany orders totaling less than $5. Add a special handling charge of 50 cents to any order which totals less than $3. The ERIC Document Reproduction Service is registered to collect sales taxes and orders from States which have sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

Foreign orders: A 25-percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions. This service charge is applicable to orders for microfiche (MF) and hard copy (HC).

Scope of the Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration, curriculum development, employment opportunities, evaluation, facilities and equipment, historical studies, individuals with special needs, innovative and experimental programs, instructional materials and devices, learning processes, manpower economics, occupations (jobs), philosophy and objectives, research methods, student personnel services, students (characteristics), teachers, and teacher education and teaching methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

AIM	Abstracts of Instructional Materials in Vocational and Technical Education
ARM	Abstracts of Research and Related Materials in Vocational and Technical Education
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	Research in Education
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed.

Author(s)--the individual(s) who prepared the report.

Publication Date--the date the report was published.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Identifier--acronyms, geographical areas, organizations, tests (e.g. Binet), etc.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's Initials.

VT 003 124 ED 013 335

The Curriculum for a Model Business Education Program.

Jurist, Rodney G.

New Jersey State Dep of Educ, Trenton. Div of Vocat Educ.

Rutgers State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date - Jun 67

EDRS PRICE MF-$0.75 HC-NOT AVAILABLE FROM EDRS 168p.

*CURRICULUM, *BUSINESS EDUCATION, HIGH SCHOOLS, QUESTIONNAIRES, DISTRIBUTIVE EDUCATION, PROGRAM PLANNING, CURRICULUM PLANNING, *DEMONSTRATION PROGRAMS, COOPERATIVE EDUCATION, GUIDELINES, SLOW LEARNERS, SMALL SCHOOLS, COLLEGES, INSTRUCTOR COORDINATORS,

New Jersey,

The purpose of this study was to establish a 4-year business and distributive education curriculum to serve as a guide for implementing and improving programs in the State. The material was developed by State business education supervisors and trial tested among business education coordinators and teachers and in seminars. Based on 26 statements of criteria for a curriculum in a model business education program, subject sequences for high schools with and without out-of-school work programs were developed. Work experience programs, exploratory and career programs, and programs for small high schools, the slow learners, and college students are described. Sample questionnaires for use in planning programs, and report forms are included. This document is available for $1.50 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (PS)

If ED is followed by numbers, item cited has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of Report.

Institutional Source--the organization responsible for the report.

Total number of printed pages in the document, including cover and appendices.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Address where the material may be obtained. If no address given, check Availability Key shown below.

Availability Key for Materials Reported in ARM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.	

TABLE OF CONTENTS

PREFACE iii

INTRODUCTION v

ABSTRACTS 1

- Administration and Supervision Section 1
- Curriculum Section 31
- Employment and Occupations Section 47
- Evaluation and Measurements Section 85
- Facilities and Equipment Section 95
- Individuals with Special Needs Section 99
- Instructional Materials and Devices Section 121
- Philosophy and Objectives Section 127
- Research Design and Research Development Section 131
- Students and Student Personnel Services Section 143
- Teachers and Teacher Education Section 155
- Teaching and Learning Section 167
- Other Resources Section 171

INDEXES 175

- Personal and Institutional Author Index 176
- Document Number Index 201
- Conversion of Document Number Index 211
- Vocational and Supporting Services Index 216
- Subject Index 225

ADMINISTRATION
AND SUPERVISION
SECTION

VT 000 043 ED 017 620
The Organization and Utilization of Agricultural Advisory Boards in New York State.

Cushman, Harold R. * Jarmin, Martin V.
New York State Coll. of Agr., Ithaca. Agr. Educ. Div.
Pub Date - Aug65
EDRS PRICE MF-$0.75 HC-$5.20 128p.

*ADVISORY COMMITTEES, *VOCATIONAL AGRICULTURE, *EDUCATIONAL POLICY, QUESTIONNAIRES, *EVALUATION, COMPARATIVE ANALYSIS, TEACHER ATTITUDES,
New York,

Recognizing the potential of advisory boards in school policy formulation, this study was made to discover ways and means of improving the effectiveness of such boards. Questionnaires from 209 of the 258 vocational agriculture departments contacted in the state, provided data for determining the characteristics of agricultural advisory boards in New York State, trends in their organization and utilization, and differences between effective and ineffective boards. The study of trends was limited to a comparison of 39 agricultural advisory boards in operation during the school year, July 1, 1945-June 30, 1946, with 209 boards operating in 1960-61. The comparison of effective and ineffective boards was limited to 100 boards considered to be effective and 99 boards considered to be ineffective by teachers of vocational agriculture in the 1960-61 period. The findings were tabulated in 63 tables listing (1) characteristics of advisory boards, (2) comparison of boards of 1945-46 and 1960-61, and (3) significant differences between the effective and the ineffective boards based on membership, appointment of members, functions, and activities. When compared with ineffective boards, effective boards had a greater number of appointed members, arrived at recommendations in group meetings, had more frequent meetings and higher attendance, used parliamentary procedure more frequently, and studied and made recommendations concerning content for course of study, course sequence, physical facilities, young and adult farmer programs, program evaluation, and work experience programs. It was recommended that studies be made of boards by state or region, new trends, and procedures for organizing and using advisory boards in new areas. The questionnaire is included. (PA)

VT 000 103 ED 018 532
Developing Programs in Agricultural Occupations.

Binkley, Harold
Kentucky Univ., Lexington. Dept. of Agricultural Educ.
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$1.88 45p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, HIGH SCHOOLS, PROGRAM PLANNING, GUIDELINES, *PROGRAM DEVELOPMENT, *PROGRAM GUIDES,

The purpose of this document is to assist educators in planning and developing pilot programs for training workers in the agricultural occupations. It includes (1) the philosophy and criteria for developing pilot programs in agricultural education, (2) a description of such a program at Reidland High School, (3) a discussion of legislation affecting vocational education, the pattern of instruction and the learning process, and supervised practice in agriculture, (4) 13 points concerning implementing new programs, (5) diagrams of four concepts of high school programs proposed throughout the country, (6) three units of instruction which might be used in different senior-year courses of study in agricultural occupations--the sales and service area of vocational horticulture, agricultural supply businesses, and agricultural mechanics, (7) 21 guidelines for developing programs, and (8) a timetable for setting up and starting a program in agricultural occupations. (WB)

VT 000 331 ED 017 624
Allied Health Professions Educational Improvement Grants.

Public Health Service, Arlington, Va.
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$1.72 41p.

FEDERAL PROGRAMS, *HEALTH OCCUPATIONS EDUCATION, *FEDERAL AID, *PROGRAM IMPROVEMENT, HEALTH PERSONNEL, *FEDERAL LEGISLATION, TECHNICAL EDUCATION, PROFESSIONAL EDUCATION, ACCREDITATION (INSTITUTIONS), CERTIFICATION, COLLEGES, JUNIOR COLLEGES, UNIVERSITIES,

The Allied Health Professions Personnel Act of 1966 authorizes the Surgeon General to make grants to educational institutions for the purpose of improving programs which qualify students (1) for the baccalaureate degree or its equivalent or the master's degree to the extent required for basic professional certification, registration, or licensure as medical technologist, optometric technologist, dental hygienist, radiologic technologist, medical records librarian, dietician, occupational therapist, or physical therapist, and (2) for the associate degree or its equivalent and for employment as x-ray technicians, medical records technician, inhalation therapy technician, dental laboratory technician, dental hygienist, dental assistant, ophthalmic assistant, occupational therapy assistant, or food service assistant. Terms of eligibility, grant amount and duration, and application and award procedures are explained. A sample application form is accompanied by specific instructions. Regulations pertaining to grants, though not yet official, are presented in the form in which they are expected to be published. (JK)

VT 000 532 ED 012 582
Technical Education in Michigan Community Colleges, Current Status of Collegiate Technical Programs, and Feasibility of Pre-Technical Curriculums in High Schools.

Harris, Norman C. * Yencso, William R.
Michigan Univ., Ann Arbor. Sch. of Education
Pub Date - Mar65
EDRS PRICE MF-$0.75 HC-$5.84 144p.

SURVEYS, QUESTIONNAIRES, *COMMUNITY COLLEGES, GENERAL EDUCATION, VOCATIONAL EDUCATION, *CURRICULUM, INDUSTRIAL ARTS, *TECHNICAL EDUCATION, HIGH SCHOOLS, GUIDANCE, *OCCUPATIONAL GUIDANCE, COUNSELOR ATTITUDES, *PRETECHNOLOGY PROGRAMS, STUDENT ENROLLMENT, HIGH SCHOOL GRADUATES, ADMINISTRATOR ATTITUDES, COLLEGE ATTENDANCE,
Michigan,

The purpose of the study was to attack the problem of maintaining an adequate supply of trained technicians by analyzing the present and possible technical program offerings in community junior colleges and high schools. Data gathering was divided into two parts--(1) a high school phase, accomplished through the return of 148 of 182 questionnaires sent to high school principals for distribution to their guidance counselors, and (2) a community college phase, accomplished by personal interviews with deans and directors of technical programs at 16 Michigan community colleges and questionnaires to those at two others. Community colleges reported a total enrollment of 39,000 in 1963 with an enrollment of only 1,637 in technical education. High school guidance counselors reported that only 10 percent of their graduates were enrolled in any kind of occupation centered program. Recommendations for action included--(1) Initiate pretechnical community college-preparatory curriculums in high schools throughout the state, (2) Improve the articulation between high schools and community colleges, (3) Promote agreement on the goals of technical education among the educational institutions, industry and business, and the public, (4) Technical-level curriculums should lead to the associate degree, and the status of the degree should be promoted with students, the public, and industry, (5) Industry's cooperation should be sought in disseminating information throughout the state about technician occupations and educational programs, and (6) Placement and followup programs in the community colleges should be vastly improved. Recommendations for further studies concerned (1) employment surveys projections and educational requirements, (2) devices for predicting success in technical education programs, (3) relationship of apprenticeship to technical education and technician jobs in industry, and (4) graduate followup. A bibliography and the survey instruments are included. (PA)

VT 000 557   ED 018 540
A Guide for Part-Time Cooperative Education Programs.

Festante, Peter * and others
Trenton State Coll., N.J. Dept. of Ind. Educ. and Tech.
New Jersey State Dept of Educ, Trenton. Div of Vocat Educ
Pub Date - 1Dec65
EDRS PRICE MF-$0.50 HC-$2.44 59p.

*COOPERATIVE EDUCATION, *PROGRAM GUIDES, *VOCATIONAL EDUCATION, PROGRAM PLANNING, PROGRAM DEVELOPMENT, PROGRAM COORDINATION, INSTRUCTOR COORDINATORS, LAWS,

Both the teacher-coordinator responsible for the operation of a cooperative program and school administrators interested in initiating a part-time cooperative program can use this guide. It gives a historical background of cooperative education and the new concepts proposed in the Vocational Education Act of 1963 and the Economic Opportunity Act. Types and operational patterns of part-time cooperative programs are explained. The purposes and advantages of the cooperative education program, the responsibilities and qualifications of the coordinator, the techniques for operating the program, and considerations for locating and evaluating work stations and supervising on-the-job training are presented. The appendixes include federal and state laws affecting the program, sample forms, and a list of audiovisual aids for related information classes. (PA)

VT 000 669
Industrial Cooperative Training Programs, A Handbook for Coordinators.

Bevins, Lynn G.
Tennessee State Dept of Ed, Nashville. Trade and Ind Serv
Pub Date - 63
MF AVAILABLE IN VT-ERIC SET. 144p.

TEACHING GUIDES, *COOPERATIVE EDUCATION, SENIOR HIGH SCHOOLS, *PROGRAM GUIDES, INSTRUCTOR COORDINATORS, PROGRAM COORDINATION, PROGRAM DEVELOPMENT, LAWS, *TRADE AND INDUSTRIAL EDUCATION,

This handbook is designed to give the beginning coordinator a pattern for establishing a program and some guidelines for improving a program by this handbook. It contains the following chapters--(1) Program Defined, (2) The Coordinator and His Responsibilities, (3) The High School Administrator's Responsibilities, (4) Federal and State Regulations, (5) Selecting Student-Learners, (6) Selecting Training Agencies, (7) Student's School and Job Schedule, (8) Placement of Student-Learners, (9) Advisory Committee, (10) The Classroom, (11) Teaching Related Material, (12) Supervising Students on the Job, (13) Grading and Promoting Student-Learners, (14) Reports, (15) Evaluation of the Program, and (16) The Associated Trade and Industrial Clubs of Tennessee. Agreements, application forms, a progress record form, and report forms are included. (PA)

VT 000 672 ED 017 629
The Need for Area Vocational Schools in Michigan, A Part of the Michigan Vocational Education Evaluation Project.

Wenrich, Ralph C.
Michigan Univ., Ann Arbor. Sch. of Education
Michigan State Board of Control for Vocat. Educ., Lansing
Pub Date - May63
EDRS PRICE MF-$0.25 HC-$1.12 26p.
*AREA VOCATIONAL SCHOOLS, *EDUCATIONAL PROGRAMS, *EDUCATIONAL NEEDS, EDUCATIONAL PROBLEMS, *VOCATIONAL EDUCATION, SCHOOL SIZE, Michigan,

As part of a 3-year study of vocational education in Michigan, 10 problems were arranged in rank order of importance by an advisory committee. One problem was "to determine the need for and feasibility of area vocational schools in Michigan." This report represents a review of literature related to this problem. Included are a definition of terms, the history of area vocational programs and schools in Michigan, recommendations from the U.S. Office of Education, examples of area vocational education programs in Michigan, and a discussion of area vocational programs in relation to the needs of employment-bound youth in our high schools. It was concluded that most high schools in Michigan are too small to provide a diversified program of specialized training to meet the needs of employment-bound youth. Assuming that a high school would need at least 1,000 students to provide a variety of offerings to meet the specialized needs of employment-bound youth, fewer than 20 percent of the high schools in Michigan could qualify. It was recommended that further study be given to the area concept of vocational education for high school youth and adults. (PS)

VT 000 678 ED 017 630
Associate in Applied Science in Nursing.

Milwaukee Inst. of Tech., Wis. Dept. of Nursing
Pub Date - Dec64
EDRS PRICE MF-$0.50 HC-$2.96 72p.

*ASSOCIATE DEGREES, ADMINISTRATIVE ORGANIZATION, *CURRICULUM, *PROGRAM GUIDES, *NURSES, *HEALTH OCCUPATIONS EDUCATION, PROGRAM PLANNING, TECHNICAL INSTITUTES,
Milwaukee Institute of Technology,

The program for establishing an Associate in Applied Science degree in nursing at the Milwaukee Institute of Technology is described. Information covers--(1) reasons establishing the program, (2) the need for additional programs in nursing, (3) characteristics, advantages, and general philosophy of associate degree programs, (3) the philosophy and objectives of the institute and its nursing faculty, (5) the composition, powers, duties, and responsibilities of the governmental body of the school, (6) personnel policies, (7) faculty qualifications and duties, (8) admission requirements, (9) tuition, (10) recruitment, (11) scholarship, (12) health and welfare, (13) application procedures, (14) other student information, (15) the proposed curriculum for 1965-66, and (16) course descriptions. (PS)

VT 000 681 ED 017 631
The Employment Aspect of Home Economics Education, A Selective Bibliography with Annotations.

Rotz, Patricia H. * Whitmarsh, Ruth
Illinois Univ., Urbana. Div. of Home Economics Education
Pub Date - 65
EDRS PRICE MF-$0.50 HC-$2.92 71p.

*ANNOTATED BIBLIOGRAPHIES, *OCCUPATIONAL HOME ECONOMICS, *REFERENCE MATERIALS, SECONDARY SCHOOLS, POST SECONDARY EDUCATION, *PROGRAM DEVELOPMENT, FEMALES, SLOW LEARNERS, WORKING WOMEN, VOCATIONAL EDUCATION,

Prepared to provide information helpful to teachers, teacher educators, supervisors, and administrators, this annotated bibliography categorizes references into--(1) Bases for Employment Education, (2) Employment Situation, (3) Employment Education, Junior and Senior High School, (4) Employment Education, Post-High School, and (5) Employment Education for Slow Learners. Because references dealing directly with employment education are limited, many of those included are general in nature. However, these have been carefully selected for their applicability to developing programs in home economics. The letters SR which appear before some entries indicate reference for student use. The earliest date of materials is 1950, the latest, 1965. This document is available for $1.00 from Division of Home Economics Education, Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana, Illinois 61801. (MS)

VT 000 873 ED 018 550
The Training of Skilled Workers, Report on a Sample Inquiry into the Background, Training and Present Occupations of Skilled Workers in the Mechanical Engineering Industry of Four Countries.

Organ for Econ Coop and Dev, Paris (France). Manpower Div
Pub Date - Nov65
EDRS PRICE MF-$0.25 HC-$1.96 47p.

*APPRENTICESHIPS, *VOCATIONAL EDUCATION, SKILLED WORKERS, *PROGRAM DESIGN, EMPLOYMENT PATTERNS, EMPLOYMENT TRENDS, EDUCATIONAL STRATEGIES, *EDUCATION PRACTICE, FOREIGN COUNTRIES, SURVEYS, COMPARATIVE ANALYSIS, *METAL WORKING OCCUPATIONS,
Belgium, Germany, Netherlands, United Kingdon,

An intensive study of two samples drawn from one geographic area in each of four countries aimed to determine the training and job histories of skilled workers in the metal trades and the results obtained by different training systems. The countries were selected to represent (1) predominantly school-based training (Belgium), (2) highly regulated apprentice training (Germany), (3) combined school-apprentice training (the Netherlands), and (4) loosely controlled apprenticeship (United Kingdom). The samples were composed of persons who had passed skilled-worker metal trades examinations in 1958 (in Belgium, 1955), and skilled workers aged 21-29 who were employed in the metal trades in 1963. The information indicated that accepted norms and concepts relating to vocational training were not always borne out by the real situation, and that differences between countries were not nearly so great as commonly believed and relate to details rather than to basic principles. In three of the four countries, the training systems were changing rapidly. The change appeared to be in the direction of the system existing in the Netherlands. Three stages were crystallizing as distinct periods in the training process--a period of orientation, a period of formative training, and a period of specialization. Wastage in training, the proportion of workers who eventually enter occupations other than those for which they were trained or who enter more narrowly specialized occupations, was high in all four countries. A smaller proportion of the United Kingdom than the German apprentices had broad skills and high level training. The proportion of trainees going on to technician training courses was high in Germany and the Netherlands and relatively low in the two other countries. (EM)

VT 000 927 ED 017 638
Fact-Finding in Vocational Education, A Handbook for Conducting Vocational Surveys.

Florida State Dept. of Education, Tallahassee
Bull-70H-7.
Pub Date - Mar64
EDRS PRICE MF-$0.25 HC-$1.24 29p.

*VOCATIONAL EDUCATION, *SURVEYS, OCCUPATIONAL SURVEYS, ADMINISTRATOR GUIDES, VOCATIONAL INTERESTS, EDUCATIONAL NEEDS, *GUIDELINES,

Suggested procedures are presented to aid administrators, supervisors, and teachers in resolving problems pertaining to the selection of job training for occupations in the community. Included is a guide for obtaining community understanding and support in conducting surveys to determine current and future employment needs. Topics discussed are using and misusing surveys, occupational and occupationally-related surveys, survey objectives, organizing to carry on a survey, checklist of procedural considerations, services of the state department of education, and development of the instrument. The vocational education interests of people within the survey area should be verified before establishing programs based on the needs indicated in the occupational survey. Formats for an occupational survey instrument and a vocational education interest inventory are shown. Copies of this document are available from Vocational Research Specialist, Division of Vocational, Technical, and Adult Education, State Department of Education, Tallahassee, Florida. (SL)

VT 000 959   ED 018 554
Report of the Secretary of Labor on Manpower Research and Training Under the Manpower Development and Training Act of 1962.

Wirtz, W. Willard
Off of Manpower Policy, Eval, Res (DOL), Washington, D.C.
Pub Date - 66
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS. 214p.

*VOCATIONAL EDUCATION, MANPOWER DEVELOPMENT, EDUCATIONAL PROGRAMS, ON THE JOB TRAINING, EXPERIMENTAL PROGRAMS, *PROGRAM EVALUATION, *RESEARCH, FEDERAL PROGRAMS, COMMUNITY INVOLVEMENT, ADVISORY COMMITTEES, CORRECTIVE INSTITUTIONS, EMPLOYMENT TRENDS, EMPLOYMENT QUALIFICATIONS, FEDERAL LEGISLATION, DEMONSTRATION PROGRAMS, WORK ATTITUDES, *DISADVANTAGED GROUPS, UNEMPLOYED, MIGRATION, JOB APPLICATION, JOB PLACEMENT, INDIVIDUAL CHARACTERISTICS, MDTA Programs,

The accomplishments of 1965, the problems to be solved, and the new directions the Manpower Development and Training Act (MDTA) programs are taking to meet the manpower challenges that lie ahead are the substances of this report. Contents include (1) program descriptions, (2) examples and accomplishments of experimental and demonstration programs, (3) program evaluation, (4) manpower research programs, (5) program support and community involvement, (6) manpower advisory committees, and (7) new resources and directions. In 1965 the MDTA program enrolled 186,000 trainees, of whom 110,000 completed training. Of those who completed training, 74 percent were employed. Institutional training projects provided in-school occupational instruction to 145,000 persons. Training was provided at the job site for 35,000 persons. Experimental and demonstration projects for the disadvantaged served 40,000 persons. The program helped to meet labor demand for 112,000 jobs in service and service-related occupations through Job Development Programs. The MDTA training programs will be redirected to focus on two major problems in the economy--the emergence of some selected skill shortages and the exposure of residual but large pockets of hard-core unemployment among fairly well defined groups. The development of a National-State Manpower Development Planning System to reconcile state operations with overall national manpower needs and objectives to promote a rationalized utilization of training resources is in process. This document is available as L1.42--966 for $1.25 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 000 982   ED 011 091
Organization and Operation of Distributive Education Programs for Adults.

Trapnell, Gail
Florida State Dept. of Education, Tallahassee.
Bull-74H-5

Pub Date - Jul66
EDRS PRICE MF-$0.50 HC-$3.40 83p.

*DISTRIBUTIVE EDUCATION, *ADULT VOCATIONAL EDUCATION, COURSES, PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, TEACHING METHODS, *ADMINISTRATOR GUIDES,

The purpose of this guide is to assist county superintendents, local directors of vocational education, and local coordinators and supervisors in the organization, development, and supervision of distributive education programs for adults. The adult program provides education for the entry, supervisory, and managerial levels of businesses in the marketing and distribution occupations. The major topics are Philosophy and Objectives, Administration, Organization and Operation, and Instruction in Distributive Education for Adults. The appendix includes teacher certification forms, Florida requirements for teacher certification, and samples of certificates and awards. (SL)

VT 001 030 ED 018 555
Technical Education.

Frigiola, Nicholas F.
New Jersey State Dept. of Education, Trenton. Vocat. Div.
Pub Date - Jul65
EDRS PRICE MF-$0.25 HC-$0.76 17p.

*TECHNICAL EDUCATION, AREA VOCATIONAL SCHOOLS, VOCATIONAL EDUCATION, *SUBPROFESSIONALS, *CURRICULUM, STUDENT ENROLLMENT, *EDUCATIONAL PLANNING, EDUCATIONAL NEEDS,
New Jersey,

The consensus of our nation's leaders affirms that the country's greatest technical education void is in the area between the 12th grade and the baccalaureate degree. The impact of accelerated progress in technological achievements makes technical education mandatory if the manpower shortage is not to become a national emergency. Because nearly 80 percent of the educable youth do not pursue education at or beyond the baccalaureate level, it is most important that high school students be given every opportunity to prepare for the world of work which demands specialized skills and updated technical competencies. New Jersey needs (1) county-operated area vocational-technical high schools with diversified and balanced curriculums prescribed by industry's placement demands, (2) publically controlled 2-year county technical institutes with curriculums leading to the associate degree, and (3) utilization of these facilities by adults who need training, upgrading, or retraining. Accompanying charts show (1) technical education enrollments from 1960 to 1965, (2) manipulative, technical, and general education skills needed by craftsmen, technicians, and engineers, (3) schools in New Jersey presently offering technical curriculums, (4) orientation of educational levels through grade 12, and (5) orientation of county college education in New Jersey. (EM)

VT 001 206 ED 018 560
Vocational Agriculture in Transition for Occupational Education.

Montana State Univ., Bozeman. Dept. of Agricultural Educ.
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$3.16 77p.

FARM OCCUPATIONS, *VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *COOPERATIVE EDUCATION, EDUCATIONAL CHANGE, *PROGRAM PLANNING, EDUCATIONAL OBJECTIVES, EDUCATIONAL POLICY, PROGRAM GUIDES, SMALL SCHOOLS, HIGH SCHOOLS, CURRICULUM,

A graduate class of vocational agriculture teachers prepared this publication dealing with needed curriculum changes in vocational agriculture, particularly in the small high school of 100 to 300 students. Part I, on occupational education for both farming and off-farm agricultural occupations, covers objectives, careers, emphasis, curriculum change, program transition, essential curriculum elements, resource materials, teacher certification, facilities, coordination, students, legal requirements, training agreements, consulting committees, and responsibilities. Course of study modification patterns are illustrated, and a glossary of terms is included. Part II concerns planning and conducting cooperative occupational experience programs and includes sections on initiation, coordination, student selection, training stations, training plans, legal requirements, records, interagency cooperation, policies, and consulting committees. Included also are forms such as enrollment applications, student information records, evaluation check sheets, training station agreements, student-learner certificate applications, experience records, and visitation records. References are listed. (JM)

VT 001 274 ED 017 648
A Look at Education for Work in the Omaha Public Schools.

Parrish, Edwin H.
Omaha Board of Education, Nebr.
Pub Date - Sep64
EDRS PRICE MF-$0.75 HC-$6.20 153p.

*SURVEYS, QUESTIONNAIRES, GRADUATE SURVEYS, VOCATIONAL FOLLOWUP, GRADE 8, GRADE 9, GRADE 12, STUDENT ENROLLMENT, *VOCATIONAL EDUCATION, DROPOUTS, *STUDENT ATTITUDES, PARENT ATTITUDES, LABOR UNIONS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, *PROGRAM ATTITUDES, APPRENTICESHIPS, EMPLOYMENT PROJECTIONS, EDUCATIONAL INTERESTS, Omaha, Nebraska,

The purpose of this study was to gather and evaluate pertinent information concerning vocational education in metropolitan Omaha, Nebraska. Information was gathered by questionnaire from eighth graders, ninth graders, 12th graders, 1963 graduates, dropouts, parents, labor unions, apprentices, and business establishments. Students in the eighth grade indicated--(1) 52.8 percent intended to start college, (2) 14.6 percent intended to start post-secondary school, (3) 27.6 percent intended to finish high school, (4) 1.8 percent did not plan to start high school, and (5) 3.2 percent had no educational plans. Students in the ninth grade indicated--(1) 48.3 percent intended to start college, (2) 15.5 percent intended to start post-secondary school, (3) 32.4 percent intended to finish high school, (4) 1 percent did not plan to finish high school, and (5) 2.8 percent had no educational plans. Senior students of 1964 indicated--(1) 48.3 percent would start college, (2) 33.3 percent would work, (3) 8.4 percent would start post-secondary school, (4) 5.3 percent would go into the armed forces, (5) 2.2 percent would be housewives, and (6) 2.5 percent had no plans. Other statistical data are presented from the remaining sources. The 27 recommendations include (1) Business, industry, and labor should assist in strengthening an understanding for the program of vocational and technical education, (2) Parents should have a more realistic understanding of the education from which their children can profit as well as the jobs they probably will be able to obtain, (3) Schools should reevaluate the unrealistic values of prestige attached to academic courses, and (4) School districts should develop a pattern of matching federal, state, and local funds for vocational and technical education as provided by the Nebraska State Plan for Vocational Education. (EM)

VT 001 364   ED 018 568
Leadership for Vocational Education in California--Theory and Practice of Program Development, Summary Report of the Coastal, Northern, and Southern Regional Conferences (November, 1965).

California Univ., Los Angeles. Div of Vocational Educ.
California State Dep of Educ, Sacramento. Vocat Educ Serv
Pub Date -   Nov65
EDRS PRICE MF-$0.50 HC-$4.96   122p.

*CONFERENCES, *VOCATIONAL EDUCATION, EDUCATIONAL CHANGE, *PUBLIC OPINION, *EDUCATIONAL TRENDS, *LEADERSHIP, LEADERSHIP QUALITIES, ADMINISTRATOR ROLE, SPEECHES, EDUCATIONAL ADMINISTRATION, BUSINESS EDUCATION, ADMINISTRATIVE PERSONNEL, HOME ECONOMICS EDUCATION, California,

Approximately 105 supervisors and coordinators of public school vocational education programs in California participated in conferences to study current leadership practices and vocational education programs as related to national, state, and local requirements. Presentations were--(1) "A Theoretical Model for Vocational Education in a History of Change" by Melvin L. Barlow, and (2) "The Impact on my Administration of Recent Trends in Vocational Education" by John W. Dunn, Charles W. Patrick, and Harry D. Wiser. Presentations on regional business were--(1) "Recent Developments in Business Education" by Robert M. Boldt, (2) "Homemaking Education and Occupational Training Related to Home Economics" by Mary F. Inman, and (3) "Functions of Vocational Education" by Lee W. Ralston. Brainstorming sessions identified some sources, patterns, and consequences of change in vocational education. Using a junior college case study, presented by Peter Vaill, as a basis, discussion groups developed suggestions to help vocational administrators understand the climate of a college and to match the program with social situations. Other discussion group sessions were devoted to the images of vocational education and the sources and implications of these images. Reports of the brainstorming and group discussion sessions are included. (PS)

VT 001 372
Vocational Education in California, 1964-65, Annual Descriptive Report for the Fiscal Year Ended June 30, 1965.

California State Dept. of Education, Sacramento
Pub Date -   66
MF AVAILABLE IN VT-ERIC SET.   125p.

*VOCATIONAL EDUCATION, *PROGRAM DESCRIPTIONS, *ANNUAL REPORTS, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, HOME ECONOMICS EDUCATION, INDUSTRIAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION, HEALTH OCCUPATIONS EDUCATION,
California,

This review of federally aided vocational programs in agriculture, business, homemaking, and industrial education describes programs in California by presenting their focus, changes, features, and achievements. Some of the year's outstanding general achievements were (1) The provisions of the new Vocational Education Act were implemented in several hundred school districts, (2) The largest vocational education enrollment in California history was attained--125,090 in grades 9-12, 64,980 in grades 13-14, and 261,722 in adult classes, (3) The Manpower Development and Training Act implementation continued with the operation of hundreds of training classes for thousands of unemployed persons and with gainful employment of at least 75 percent of the trainees, (4) A specialized staff unit was created to provide concentrated attention to the vocational education programs of California's 80 junior colleges, (5) A staff organizational pattern was developed more in keeping with the emerging new horizons and expanding purposes of vocational education, and (6) A research coordinating unit was initiated for assisting school districts in research and dissemination of research findings. (EM)

VT 001 387   ED 018 570
Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level.

Whitmarsh, Ruth
Pub Date - 64
EDRS PRICE MF-$0.25 HC-$0.44 9p.

*OCCUPATIONAL HOME ECONOMICS, QUESTIONNAIRES, HIGH SCHOOLS, NATIONAL SURVEYS, *SUPERVISORS, HOMEMAKING EDUCATION, ATTITUDES,

The study attempted to discover what large city schools were doing to prepare home economics students for employment and to determine the attitudes of city supervisors toward this employment emphasis and their perceptions of how it could be developed. Of the questionnaires sent to 145 city supervisors in the United States, 71 percent were returned completed. Over 79 percent of the supervisors agreed that occupational preparation was an emerging trend, and 75 percent felt this would not interfere with the homemaking program. Activity related to occupational preparation in home economics was reported by 54 percent. Several felt this training should be offered at the post-high school level. Negative opinions expressed were that some teachers would lack confidence in teaching this field and that an employment emphasis would weaken the homemaking aspect of the program. Administrative encouragement was mentioned by several as a factor in their decision to develop an employment emphasis in the program. There was cooperation among the different vocational areas in some of the preemployment programs. Workshops were planned to prepare teachers for this program. A copy of the questionnaire is included. This article is published in "Illinois Teacher of Home Economics," volume 7, number 6, 1964. (MS)

VT 001 447   ED 018 576
Leadership for Vocational Education in California--Theory and Practice of Program Development, Summary Report of the Coastal, Central, and Southern Regional Conferences January-February, 1966.

California Univ., Los Angeles. Div. of Vocational Educ.
California State Dep of Educ, Sacramento. Vocat Educ Sect
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$6.36 157p.

*VOCATIONAL EDUCATION, *CONFERENCES, EMPLOYMENT, UNEMPLOYMENT, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, PROGRAM DEVELOPMENT, OFFICE OCCUPATIONS EDUCATION, DISTRIBUTIVE EDUCATION, BUSINESS EDUCATION, AGRICULTURAL EDUCATION, ADULT VOCATIONAL EDUCATION, FEDERAL LAWS, *LABOR MARKET, LABOR FORCE, EDUCATIONAL INNOVATION, PROGRAM DESCRIPTIONS, FEDERAL PROGRAMS, SPEECHES, California, MDTA Programs,

Approximately 100 supervisors and coordinators of public school vocational education programs in California participated in two conferences to consider the methods of labor force enumeration, the aspects of the labor situation most pertinent to changes in vocational education, the problems of working with manpower data, and the salient features of programs especially responsive to changes in the manpower and employment situation. Speeches presented were--(1) "Employment and Unemployment--Concepts of Measurement" by M. Barlow, (2) "Manpower--Outlook and Outcome" by W. Redmond, (3) "Manpower--Outlook and Outcome" by G. Pitts, (4) "Labor and Market Analysis for Vocational Education" by D. Mayall, (5) "Office Occupations Laboratory" by V. Clapp (6) "Precision Lens Grinding at Citrus College" by G. Guldberg, (7) "Valley Vocational Center" by T. Johnson, (8) "Instructional Materials Available" by K. Cutler, (9) "The Revolution in Agriculture" by J. Maynard, (10) "Business Education" by J. McDannel, and (11) "Office Education" by T. Neft. Two workshops discussed features of successful programs and program improvement. A panel and a symposium on the Manpower Development and Training Act (MDTA) were titled--(1) "MDTA--The State of the Art" and (2) "MDTA--Programs, Progress, and Prognosis." Small group meetings considered manpower meanings for vocational education. Summaries of the small group and workshop proceedings, transcripts of question-answer sessions, outlines of symposium presentations, the conference agendas, and a list of participants are included. (PS)

VT 001 454 ED 018 579
Pilot Training Program for Supervised Worker in Child Development Center, Job-Oriented Program for Home Economics, Memphis, Tennessee, February 14-June 30, 1966. Progress Report.

Memphis City School System, Tenn.
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$6.48 160p.

*CHILD CARE CENTERS, PRESCHOOL PROGRAMS, CHILD DEVELOPMENT, *PILOT PROJECTS, SENIOR HIGH SCHOOLS, TEACHER AIDES, *CHILD CARE WORKERS, FEMALES, PRESCHOOL CHILDREN, ACTIVITIES, INSTRUCTIONAL MATERIALS, *OCCUPATIONAL HOME ECONOMICS,

Results from questionnaires sent to 5,000 home economics students to identify student work outside the home, the means used in securing employment, and wages received showed a need for training high school seniors for work in preschool child care centers. A pilot program, initiated by home economics personnel, provided (1) a laboratory course for 20 girls to acquire techniques for helping children acquire first grade readiness, (2) training for girls to work as teacher aides for 3 hours a day under supervision, (3) one unit of credit and wages, (4) an additional preschool center for the school system, (5) directions for guidance and evaluation of child development study in the home economics classes of the school system, and (6) trained child care workers. Some results were that (1) the students learned to identify developmental stages in the children, developed techniques and skills in supervising activities, learned and used safety rules, and gained skills in assisting the teachers of the center, and (2) the teachers learned to identify concepts and skills needed in teaching home economics child development units, develop techniques of working with students in a pilot program, and maintain a preschool center. In addition to the program report, the document includes (1) the preschool daily schedule, (2) information on principles of program activities for the preschool child, development patterns of children, resource materials, observation practices, suggested activities for children, discipline and behavior of children, employment preparation, and parent-school relationships, and (3) evaluation data. Relevant forms and instruments are included. (MS)

VT 001 511   ED 018 584
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.

Iowa State Dept. of Public Instr., Des Moines.
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$1.40   33p.

*BOARDS OF EDUCATION, *GUIDELINES, *AREA VOCATIONAL SCHOOLS, *COMMUNITY COLLEGES, PROGRAM ADMINISTRATION, ADMINISTRATOR GUIDES,

The staff of the State Department of Public Instruction, advisory committees, administrators of junior and community colleges, and directors and administrators of area vocational schools were involved in creating these guidelines designed to help new boards of directors of area vocational schools and area community colleges. Contents include (1) philosophy, purposes, characteristics, and functions of area vocational schools and area community colleges, (2) duties of the merged area board, (3) duties of the merged board which require State Board approval, (4) duties of the State Board, (5) responsibilities of the merged area boards for organizing, staffing, and operating a school, and (6) responsibilities of the directors and heads of various programs and services of the schools. A diagram of the area vocational school or area community college administrative structure and related notes are included. (PS)

VT 001 556   ED 018 591
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs Authorized by the Manpower Development and Training Act of 1962.

Comptroller General, Washington, D.C.
Pub Date -   Apr66
EDRS PRICE MF-$0.25 HC-$1.12   26p.

*FEDERAL PROGRAMS, *ATTENDANCE, *EDUCATIONAL PROGRAMS, *MANPOWER DEVELOPMENT,
Manpower Development and Training Act,

From the inception of the Manpower Development and Training Program in March 1962 until September 1964, the Departments of Labor and Health, Education and Welfare issued virtually no guidelines to state and local officials regarding trainee attendance requirements. The attendance records of 2,902 trainees prepared by training organizations in Pennsylvania were reviewed by the General Accounting Office. On the average, the trainees were absent from class 8.5 percent of the time, and absenteeism was in excess of 25 percent in many instances. However, the trainees had received full training allowances. Attendance reports covering 7,900 trainees in California, Illinois, Kentucky, and New Jersey showed similar high absentee rates. Consequently, the Manpower Administrator, Department of Labor, issued an order on September 2, 1964, defining excused absences and providing for reduction of training allowances to eliminate payments for unexcused absences. On the basis of this study, it was recommended (1) that the Secretary of Health, Education, and Welfare make periodic reviews and analyses of attendance and, in the event of continued absences as noted in Pennsylvania, he provide, with the concurrence of the Department of Labor, guidelines for the use of state agencies in determining the number of absences, excused and unexcused, permissible for satisfactory attendance, and (2) that the Secretary of Labor establish guideline criteria as to the number of excused absences for which training allowances may be paid. A list of the principal officials of federal departments having responsibility for administering the training programs is included. (PS)

VT 001 594 ED (See Sep '68 RIE)
A Study of the Educational Needs of Adults in Wyoming, A Study of Post-High School Educational Programs and Needs in Wyoming.

O'Dell, Earl Douglas * Thompson, John T.
Wyoming Univ., Laramie, Div of Adult Ed and Community Serv
Pub Date - 66
EDRS PRICE MF-$1.50 HC-$14.68 365p.

*EDUCATIONAL NEEDS, *ADULT EDUCATION, *POST SECONDARY EDUCATION, LABOR FORCE, ACADEMIC ACHIEVEMENT, POPULATION TRENDS, MIGRATION, STUDENT ENROLLMENT, HIGHER EDUCATION, EXPENDITURES, TEACHER SALARIES, TUITION, VOCATIONAL EDUCATION, RESIDENCE REQUIREMENTS, GRADUATE STUDY, *EDUCATIONAL PROBLEMS, EMPLOYMENT TRENDS, SURVEYS, TECHNOLOGICAL ADVANCEMENT, FEDERAL PROGRAMS, EDUCATIONAL FINANCE, Wyoming,

The purpose of the study was to suggest means of improving present educational programs in the State and provide a design for future planning. College and university personnel, government officials, community leaders, consultants in higher education, the State Department of Education, the Wyoming Employment Security Commission, and the State Labor Department provided information for (1) analyzing social and economic conditions which influence education in Wyoming and the nation, (2) defining the role, purposes, functions, and needs of higher education, (3) analyzing and appraising existing programs and services of post-high school and adult education, and (4) making recommendations for improvement. Unique problems affecting the state's post-high school educational system were sparse population, severe weather, decreasing manpower demand in the State's economy with its accompanying effects, and a relatively low per capita assessed valuation. The State's educational program had (1) unmet needs for vocational-technical training and provision for different adult groups and geographic areas, (2) an ineffective organizational arrangement, (3) an inadequate financial base, and (4) staffing problems. Recommendations concerned (1) assumption by the State of educational responsibility, (2) creation of a state educational organization to provide leadership in the area of post-high school education, (3) enlargement of the tax base of community college districts, (4) creation of a state advisory board, (5) review and definition of the roles of each of the educational institutions, and (6) an increase in the state's share of financing post-high school education. (PS)

VT 001 690
Essentials and Requirements of a Vocational Home Economics Program.

Illinois St Board of Voc Educ, Springfield. Voc Educ Div.
Ser-B-Bull-188.
Pub Date - Feb63
MF AVAILABLE IN VT-ERIC SET. 8p.

*OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT,

Specific requirements for a vocational home economics program in Illinois cover purpose, approval, reimbursement, organization of a day school program, space and equipment, home experience program, extended summer employment, teacher qualifications, Future Homemakers of America, inservice training, and organization and teacher qualification in the adult program. (MS)

VT 001 714 ED 016 053
Handbook for Developing and Operating Agricultural Occupations Programs.

Linson, Marvin G. * Anderson, Harold
Colorado State Board for Vocational Educ., Denver
Colorado State Univ., Fort Collins. Dept. of Vocat. Educ.
Pub Date - Aug64
EDRS PRICE MF-$0.50 HC-$4.92 121p.

*PROGRAM GUIDES, RECORDS (FORMS), *VOCATIONAL AGRICULTURE, *COOPERATIVE EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, PROGRAM EVALUATION, PROGRAM COORDINATION, PROGRAM PLANNING, PROGRAM DEVELOPMENT,

The responsibility of vocational agriculture in training for agriculturally related occupations in addition to farming and ranching prompted the development of this detailed guide to assist administrators, counselors, advisory committee members, business representatives, and teachers in developing new agricultural occupations programs and revising existing programs. Sections include (1) a description of the agricultural occupations program, (2) advantages, (3) organizational procedures, (4) the community survey, (5) the advisory council, (6) public relations, (7) policies, (8) facilities and equipment, (9) student selection, (10) training center selection, (11) training plans and agreements, (12) instructional materials, (13) program coordination, (14) records, and (15) program evaluation. Each section has general information, but the emphasis is on specific requirements and step-by-step procedures for accomplishing each phase of the program. Many examples of activities and materials such as speeches, meetings, schedules, news releases, instructional materials, and forms of various kinds are included. The appendix contains (1) state labor laws, (2) federal labor standards, (3) student-learner certificates, (4) student-learner certificate application, (5) hazardous occupations orders, (6) social security, withholding tax, and labor unions regulations, (7) a partial list of off-farm agricultural occupations, (8) general information concerning interview techniques, (9) a sample training completion certificate, (10) a sample cooperating instructor certificate, and (11) a glossary. (JM)

VT 001 860
Real Estate Education and Research Needs in the San Fernando Valley.

Goeldner, Charles R. * and others
San Fernando Valley State Coll., Northridge.
Pub Date - Jun66
MF AVAILABLE IN VT-ERIC SET. 77p.

*REAL ESTATE OCCUPATIONS, ADULT VOCATIONAL EDUCATION, *RESEARCH NEEDS, *EDUCATIONAL NEEDS, INSERVICE EDUCATION, SURVEYS, RESEARCH, LAND USE, HOUSING, ANNOTATED BIBLIOGRAPHIES, CITY PLANNING, CURRICULUM,
California,

The purpose of this study was to determine the status and needs of real estate education in the region. Members of the San Fernando Board of Realtors responded to a questionnaire, and personnel of lending institutions, title companies, savings and loan associations, and others related to the real estate business were interviewed. Some of the conclusions were--(1) Real estate education is offered by junior colleges, university extension, state colleges, adult public schools, and private commercial schools, (2) Real estate education has been carried out in a well-organized fashion, (3) Management seminars are needed, (4) The greatest needs for research are in the area of apartment house and commercial property vacancy data, and (5) Information on freeway plans, zoning, population trends, rapid transit, and economic data is needed. The study lists real estate courses now being offered. The appendix includes a bibliography of real estate information and research studies pertaining to the region. (MM)

VT 001 907
Pilot Training Programs in Home Economics.

Garrett, Pauline G.
American Vocational Assn., Washington, D.C.
Pub Date - 64
MF AVAILABLE IN VT-ERIC SET. 17p.

*OCCUPATIONAL HOME ECONOMICS, *EXPERIMENTAL PROGRAMS, *PROGRAM DEVELOPMENT, HIGH SCHOOLS, POST SECONDARY EDUCATION, *PROGRAM DESCRIPTIONS,

Teachers, supervisors, and administrators are encouraged to develop pilot programs in occupational home economics which emphasize developing marketable skills and personal qualities and attitudes important in securing and holding a job. Home economics training for wage earning is needed because of the increased labor force of young people and women, the increased funds available, and increased legislation providing for work-study programs. Questionnaires sent to 50 state and selected city supervisors furnished information about such programs. Programs included a cooperative program of home economics and vocational guidance to relate home economics to the world of work and others in the areas of child care, food service, clothing service, services in homes for special groups, home service, and orientation to occupational opportunities. More can be done in developing home economics wage earning programs (1) in cooperation with Manpower Development and Training Act and Area Redevelopment Act programs, joint programs with other fields of vocational education, and industry and business, and (2) in area vocational school, junior college, and teacher education programs. The occupational home economics teacher needs added insights into job requirements and a sense of pride in skillful performance. More should be done to relate educational programs to the economic realities of the future. (BS)

VT 002 163 ED 016 785
Vocational Education in Utah, A Survey Report.

George Peabody Coll. for Teachers, Nashville, Tenn.
Pub Date - Nov66
EDRS PRICE MF-$1.00 HC-$10.44 259p.

*SCHOOL SURVEYS, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, PROGRAM PLANNING, *PROGRAM EVALUATION, EDUCATIONAL FINANCE, *EDUCATIONAL ADMINISTRATION, TEACHER EDUCATION, *ADULT VOCATIONAL EDUCATION, OCCUPATIONAL GUIDANCE, VOCATIONAL EDUCATION TEACHERS, TEACHER SALARIES, JUNIOR HIGH SCHOOLS, HIGH SCHOOLS, COOPERATIVE EDUCATION, INDUSTRIAL ARTS, LABOR UNIONS, EMPLOYERS, PROGRAM ATTITUDES, EDUCATIONAL FACILITIES, POST SECONDARY EDUCATION, Utah,

To develop plans for a long range program of development and improvement, a 15-member team from 12 states surveyed 14 areas of vocational-technical education. Team members, working with the staff of the Department of Public Instruction, collected data from state offices and visited selected schools throughout the state. The study was concerned with state goals, programs, and policies rather than details of local operations. Areas studied were--(1) Organization and Administration, (2) Agricultural Education, (3) Distributive Education, (4) Industrial Arts, (5) Trade and Industrial Education in Utah High Schools, (6) Trade and Technical Education in Post-Secondary Schools, (7) Office Occupations, (8) Vocational Homemaking, (9) Vocational Implications of Guidance Functions, (10) Views of Labor, (11) Views of Management, (12) Teacher Personnel, (13) Financing Vocational and Technical Education in Utah, and (14) Physical Facilities for Vocational-Technical Education. A description of the current status, and major recommendations for each area are presented. (EM)

VT 002 908 ED 017 667
Industrial Arts Education, A Survey of Programs, Teachers, Students, and Curriculum.

Schmitt, Marshall L. * Pelley, Albert L.
Office of Education, Washington, D.C.
OE-33038, Circ-791
Pub Date - 66
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. 47p.

*INDUSTRIAL ARTS, QUESTIONNAIRES, *NATIONAL SURVEYS, SECONDARY SCHOOLS, *STUDENT ENROLLMENT, ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, EDUCATIONAL OBJECTIVES, TEACHER CHARACTERISTICS, *INDUSTRIAL ARTS TEACHERS, *COURSES, EDUCATIONAL EQUIPMENT, TEACHER SALARIES, TEACHER EXPERIENCE, EDUCATIONAL PROBLEMS, ELECTIVE SUBJECTS, TEACHER RESPONSIBILITY, TEACHING METHODS,

A stratified random sample of public secondary schools (grades 7-12) was selected, by size and type of school, from all public schools in the United States, and questionnaires were sent to 2,259 principals and 3,040 teachers in the fall of 1962. Responses were received from 95.1 percent of the principals and 93.7 percent of the teachers. The study was concerned with industrial arts programs, teachers, courses, and enrollment. Some findings were--(1) As school size increased, the number of industrial arts programs increased, (2) Three-fourths of the schools had industrial arts programs, (3) Major objectives were to develop tool and machine skills, creative technical talent, general technical knowledge and skills, and problem solving skills relating to materials and processes, (4) Compulsory requirements of industrial arts courses for both boys and girls had increased since 1954, (5) The average expenditure per school was $1,000 for equipment and $1,200 for supplies per year, (6) 94.4 percent of the teachers held regular teaching certificates, (7) The average gross teacher's salary was $6,200, (8) Most teachers prepared their own curriculum guides, (9) The average length of teaching experience was 9.5 years, (10) Nearly 40 percent of the teachers had made significant changes in courses during the previous year, (11) 25-30 percent of the instructional time was devoted to theoretical or related instruction, and (12) 24 percent of the 4 million enrollment was in grade 9. The major teaching problems were (1) keeping up with technological advances, (2) arranging and conducting field trips, (3) finding time for preparation, (4) finding time for individual help, (5) providing for slow learners, (6) providing guidance materials, and (7) acquiring and teaching new concepts. Tabular data on all aspects of the study and the questionnaires are included in the appendix. This document is available as FS5.233--33038 for $1.00 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20401. (EM)

VT 003 249   ED 017 677
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Interim Report.

Lee, Allen
California Univ., Berkeley. School of Educ.
Pub Date - 27Jan67
EDRS PRICE MF-$0.50 HC-$3.68   90p.

*NATIONAL SURVEYS, *STATE DEPARTMENTS OF EDUCATION, *VOCATIONAL EDUCATION, *EDUCATIONAL ADMINISTRATION, PROGRAM DEVELOPMENT, SELF EVALUATION, DATA COLLECTION, DATA ANALYSIS, RESEARCH DESIGN,

The purpose of this project was to study state-level agencies and their administration of vocational education in 50 states, the District of Columbia, and Puerto Rico, and to utilize the findings in developing a format and criteria which the agencies could use for self-analysis. Subunits of the project are--(1) Current Status Survey, (2) Policy Formulation, (3) Finance, (4) Perceptions of What Is and Should Be, (5) Position Analysis, and (6) Bridges and Obstacles. During the first six months an initial research design was formulated, an initial group administered instrument to record perceptions and conceptual ideals was drafted, a state visitation plan was organized, and plans were completed for a workshop to develop the "Format and Criteria for Self Analysis." By the reporting date, 13 states had received readiness visits, 17 states had participated in data collection and others were scheduled, and processing of data from six states was partially completed. The appendix includes--(1) Report of Expenditures to Date, (2) Staff, (3) National Advisory Committees, (4) Program of the Workshop, (5) Preliminary Outline of Format and Criteria for Self Analysis, (6) Statistical Report of Data Collection Visits, (7) List of Materials Secured from Each State, (8) Samples of Operational Planning, and (9) Plan for Analysis of Data of Perceptions Subunit. The final report is available as VT 004 417 and VT 004 418. (EM)

VT 003 255 ED 012 389
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.

Stewart, Jeffrey R., Jr.
Virginia Polytechnic Inst., Blacksburg
BR-6-8318
Pub Date - 28Apr67
EDRS PRICE MF-$0.25 HC-$1.96 47p.

*BOOKKEEPING, *BUSINESS EDUCATION, *RECORDKEEPING, ACCOUNTING, COMPARATIVE TESTING, *COMPARATIVE ANALYSIS, PILOT PROJECTS, ACHIEVEMENT RATING, STUDENT OPINION, TEACHER ATTITUDES, *PROGRAM EVALUATION, HIGH SCHOOLS, PRINCIPALS, ADMINISTRATOR ATTITUDES, EXPERIMENTAL GROUPS, CONTROL GROUPS,
Virginia,

The pressure to change the traditional bookkeeping program to fit the changing occupational requirements and varied abilities of students prompted this study. During the 1965-66 academic year, three Virginia secondary schools, one urban, one suburban, and one rural, offered pilot three-course programs in recordkeeping, bookkeeping, and accounting. Three other secondary schools, one urban, one suburban, and one rural, which offered the traditional one-course program in bookkeeping served as control schools. End-of-year achievement of recordkeeping students in two pilot schools was compared with that of bookkeeping students in two control schools, and achievement of bookkeeping students in three pilot schools was compared with that of bookkeeping students in three control schools, Pilot recordkeeping students made significantly higher scores on the recordkeeping achievement test than did control bookkeeping students. On the National Business Entrance Test, bookkeeping control students scored significantly higher than pilot students in urban schools, but pilot students scored significantly higher than control students in suburban and rural schools. Test scores showed moderate success or better for pilot accounting teachers and students. The opinions of both teachers and principals toward the three-course programs were generally favorable. It was recommended that additional three-course pilot programs were generally favorable. It was recommended that additional three-course pilot programs be instituted in Virginia and other states. The dropout rate, absence rate, and student opinion toward the course for pilot and control students are given. Tests and questionnaires used in evaluation are included. (PS)

VT 003 585 ED 018 635
Position Statement on A National Manpower Policy.

National Assn. of State Directors of Vocational Educ.
Pub Date - 11May67
EDRS PRICE MF-$0.25 HC-$0.20 3p.

*PUBLIC POLICY, *PROGRAM ADMINISTRATION, FEDERAL STATE RELATIONSHIP, *PUBLIC SCHOOLS, *VOCATIONAL EDUCATION, *MANPOWER DEVELOPMENT, SOCIOECONOMIC INFLUENCES,

Rapid technological changes and the population explosion have created the need to establish a manpower policy relating to occupational training. The public school system is recognized by the citizens as the public agency for conducting education and training for youths and adults. The Department of Health, Education, and Welfare, through the Office of Education (USOE), has been the federal agency responsible for administering funds for the occupational training of the Nation's work force. There is a growing tendency to establish a dual system whereby other federal agencies are attempting to conduct such training.outside the federal-state-local educational structure. Such duplication wastes taxpayers' money. The public school system is best qualified to conduct programs by virtue of its prior experience, personnel, facilities, funding procedures, community resources, and prior record of service. Present programs serve high school and out-of-school youth in need of training for job entry, unemployed youth and adults in need of retraining, employed adults in need of upgrading, and apprentices in need of related instruction. Training for a broad range of occupations at every level is provided to meet major socioeconomic problems with the close cooperation of lay advisory groups. The concept of federal-state-local cooperation is highly desirable because it builds local responsibility for providing expanded and improved training opportunities. The USOE has the responsibility to assist states not presently having the capabilities of implementing broad training programs rather than to establish or support new organizational patterns or agencies. The public school systems, when properly supported, can meet the challenge of vocational-technical education needs. (JM)

VT 003 662 MP 000 200
Child Day Care Service Needs, A Challenge to the District.

Keyserling, Mary Dublin
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.56 12p.

*CHILD CARE CENTERS, *WORKING WOMEN, *MOTHERS, *DAY CARE SERVICES, ECONOMIC DISADVANTAGEMENT, SPEECHES,

Although the National Capital Area Child Day Care Association has established 11 day care centers in poverty areas in the District, thousands of children in the city and throughout the country still lack adequate care. Among women in the labor force in March 1966, nearly 10 million were mothers of children under 18 years, and 3.8 million had 4.7 million children under 6 years of age. By 1970, this number is expected to be 55 percent higher. More than one of three mothers in the population are now in the labor force. A great majority of these mothers work because of economic need, for 2 million are widowed, divorced, or separated. However, 8.1 million mothers with husbands in the home work. Many mothers now on welfare rolls would work if adequate day care for their children was provided. Others living in poverty who are not receiving public assistance also need and want work. Many would take advantage of job training opportunities if they had adequate child care services. Today licensed day care facilities are available for between 310,000 and 350,000 children, but eight to 10 times more urgently need adequate group day care services. Among 10 recommendations made by the Health and Welfare Council for the Capital area were (1) higher levels of public assistance, (2) improved quality of existing facilities, (3) counseling services and educational programs on family life and child care, (4) recruitment of a larger number of qualified child care personnel, and (5) expanded tax funds to finance these services. Governmental agencies are giving increased attention to child care needs. Businesses, hospitals, public housing areas, and other institutions should consider developing centers for children of their own working mothers. This talk was given at the Child Day Care Luncheon, National Capital Area Child Day Care Association, May 1, 1967. (FP)

VT 003 689 ED 016 823
Health Occupations Education Centers, Report of a Seminar (July 11-14, 1966).

Nangle, Grace L.
Ohio State Univ., Columbus. Center for Voc. Educ.
Research Ser-9
Pub Date - Oct67
EDRS PRICE MF-$0.50 HC-$2.92 71p.

*HEALTH OCCUPATIONS EDUCATION, *INTERDISCIPLINARY APPROACH, REGIONAL PLANNING, INTERAGENCY PLANNING, *TECHNICAL EDUCATION, SEMINARS, PROGRAM PLANNING, EDUCATIONAL RESEARCH, POST SECONDARY EDUCATION, COMMUNITY COLLEGES, TEACHER EDUCATION, NURSES, *HEALTH OCCUPATIONS CENTERS,

One hundred thirty-six vocational education supervisors, administrators, teachers, representatives of professional associations, and staff members of the Labor Department and Department of Health, Education and Welfare attended a national seminar designed to assist leaders in the educational and health communities to consider the concept of centers for health occupations education. This approach to education for diverse careers in the health services recognizes that some common understandings are required by all health workers, that interdisciplinary teaching is possible, that centralized equipment and services could be available to all the students, and that the educational effort could be in a setting which perceives the relationship among the various kinds of preparation rather than the separateness of each course. Structured around presentations by leaders who had already begun to explore or organize centers, the program included discussion of the physical characteristics of a center, regional planning, public relations, research, potentials for better teaching methods, teacher training, and control of program quality. Discussion groups recommended the development of health occupations education centers to promote education in an area of great need, increase the public's knowledge about training and employment opportunities, pool professional talent, and weld together professional and nonprofessional interests. Other recommendations were to develop guidelines for center development, disseminate research and curriculum materials, and hold biennial followup meetings. Presentations of conference speakers are included. (JK)

VT 004 262 ED 016 130
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.

Baysinger, Gerald
Fluid Power Society, Thiensville, Wis.
BR-6-2278
Pub Date - 67
EDRS PRICE MF-$1.25 HC-$11.60 288p.

*SUMMER INSTITUTES, *PROGRAM PLANNING, *PROGRAM ADMINISTRATION, *FLUID POWER EDUCATION, *TEACHER EDUCATION, PROFESSIONAL ASSOCIATIONS, PROGRAM GUIDES, INSTRUCTIONAL MATERIALS, TRADE AND INDUSTRIAL EDUCATION, RECORDS (FORMS),

To explore new ways of introducing emerging technologies into schools, Fluid Power Institutes were held in 1964 and 1965, and the successful procedures from the two were the basis for planning the 1966 institutes held in five institutions having teacher education programs. Seventy-five high school or college level teachers from 25 states participated in professional seminars, social-professional activities, and an instructional program covering 11 main topics in hydraulics, eight in pneumatics, related laboratory experiences, and planned field trips for a minimum of 166 clock hours. Average scores rose from 26.4 on pre-tests to 43.4 on post-tests, over 1,000 laboratory assignments were completed, industry contributed the services of 115 specialists for 453 hours at no cost, and mid-year followup reports showed that participants had completed 174 of 294 planned activities and others were being planned. Some of the recommended procedures for introducing a new technology into schools by means of multi-institute program are--(1) Select staff members as soon as possible and assign responsibilities, (2) Invite institutions known to have an interest and those which may possibly be interested to apply for an institute, (3) Invite the cooperation of industry, (4) Plan the entire program as a unit so that cooperation of industry, coordination, evaluation, final report, and followup will be coordinated, (5) Include instruction and laboratory experiences, professional seminars, and social-professional experiences in the planning, and (6) Select participants by established criteria on application forms. It was found that the technical society representing the technology can be effective in planning, conducting, and evaluating the multiple-institute program and that such an agency uniquely facilitates the coordinated cooperation of the industry. Forms and instructional materials used in the 1966 institutes are included. (HC)

_VT 004 265_ *MP 000 366*
Summary Report for the Year Ending June, 1967.

Madison Vocat., Tech. and Adult Schools, Wis.
Pub Date - 24Jul67
EDRS PRICE MF-$0.25 HC-$0.20 3p.

*DENTAL ASSISTANTS, *HEALTH OCCUPATIONS EDUCATION, ANNUAL REPORTS, PROGRAM EVALUATION,

No major changes were made in the curriculum. Additional reference books on dental assisting and dental specialilties were added to the library, and a Jelenko Training System kit and a 12-inch plastic model of the head and neck were purchased for class use. The school processed 112 applications, admitted 34 students to the program, and graduated 29 with a final grade point average of at least 2.0. All of the graduates were employed within approximately 2 weeks after completing training. The program was evaluated by the Council on Dental Education in September and by the dental assisting consultant, Education and Facilities Branch of the Division of Dental Health in December. Student performance was evaluated by the Certification examination which 85 percent of the class took in May. Other evaluation included periodic written tests, four practical exams during the year, and two term papers required each semester. Forty-four dentists provided field service experience for the students, and the dental clinic for rural children was moved to a location more favorable for the teaching situation. (FP)

VT 004 417 ED 016 858
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One. Final Report.

Swanson, J. Chester
California Univ., Berkeley. School of Educ.
Pub Date - Aug67
EDRS PRICE MF-$1.25 HC-$12.72 316p.

*VOCATIONAL EDUCATION, *NATIONAL SURVEYS, *STATE DEPARTMENTS OF EDUCATION, STATE FEDERAL SUPPORT, STAFF ROLE, ROLE PERCEPTION, SELF EVALUATION, MEASUREMENT INSTRUMENTS, EXPENDITURES, *EDUCATIONAL ADMINISTRATION, *PROGRAM EVALUATION, TECHNICAL EDUCATION, VOCATIONAL EDUCATION TEACHERS, PROFESSIONAL PERSONNEL, ORGANIZATION, STUDENT ENROLLMENT, EDUCATIONAL PROGRAMS, LEADERSHIP RESPONSIBILITY,

The objectives of five relatively independent studies were to describe and indicate differences of organization, personnel, and service in the states, identify and analyze perceptions of state agency roles and functions, analyze activities of selected professional staff positions, design and field test an instrument for self analysis of state agencies, and analyze state and federal expenditures for vocational programs. Data were obtained in visits to the states and Puerto Rico through group and individual interviews and records, and other documents. Conclusions included--(1) There was great variation among the 50 states in the ratio of professional staff members in the state agency to vocational teachers, (2) The State Department of Vocational Education was less confident about the job it was doing than was the group to which it was immediately responsible, (3) All groups indicated the major portion of their time was spent planning, consulting, communicating, and traveling, with the major foci problem identification and definition, and program design and development, and (4) The total expenditures more than doubled between 1962-63 and 1965-66. A "Format and Criteria for Self-Analysis by State Agencies for Vocational-Technical Education" was designed, developed, partially refined and initially field tested. Volume II (VT 004 418) contains the appendix to these studies. (EM)

VT 004 418 ED 017 688
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two. Final Report.

Swanson, J. Chester
California Univ., Berkeley. School of Educ.
Pub Date - Aug67
EDRS PRICE MF-$2.75 HC-$29.72 741p.

*VOCATIONAL EDUCATION, *NATIONAL SURVEYS, *STATE DEPARTMENTS OF EDUCATION, TAXONOMY, EDUCATIONAL CHANGE, ROLE PERCEPTION, CRITICAL PATH METHOD, *EDUCATIONAL ADMINISTRATION, LEADERSHIP RESPONSIBILITY, ORGANIZATION, TECHNICAL EDUCATION, PROFESSIONAL PERSONNEL, STATE

LAWS, VOCATIONAL EDUCATION TEACHERS, STUDENT ENROLLMENT, EDUCATIONAL PROGRAMS, STATE FEDERAL SUPPORT, INTERVIEWS, *PROGRAM EVALUATION, STAFF ROLE, SELF EVALUATION, MEASUREMENT INSTRUMENTS,

This appendix to VT 004 417 includes (1) A Taxonomy of Educational Change, which defines the activities of the educational change process and presents them in chart form, (2) Program Evaluation and Review Technique (PERT) General Information and Master Schedule Reports, which defines terms and explains and illustrates a work-breakdown structure, work sheet, "was-is" chart, outlook analysis, and master schedule work reports, (3) Tabulations of Data for the Study of Organization for the Administration of Vocational-Technical Education, which gives the legal basis for selection of state officers, administration, teachers and state staff, student enrollment, schools, and income and expenditures for vocational education in the States, (4) Supplementary Materials for the Study of Perceptions of State-Level Administration of Vocational-Technical Education, which includes respondent groupings designations, a summary of items and statistical analysis of clusters, and the group interview guide and its statistical analysis, (5) Supplementary Materials for Analysis of Selected State Vocational-Technical Education Staff Positions, which includes the personal report of work activity, and (6) The Format and Criteria for Self-Analysis of State Agencies for Vocational-Technical Education, the preliminary draft of the study by Allen Lee, principal investigator. (EM)

VT 004 486
Requirements for Approval of Educational Programs for Dental Assistants.

American Dental Assn., Chicago, Ill. Counc. on Dent. Educ.
Pub Date - Oct60
MF AVAILABLE IN VT-ERIC SET 6p.

*ACCREDITATION (INSTITUTIONS), *STANDARDS, *DENTAL ASSISTANTS, *HEALTH OCCUPATIONS EDUCATION, DENTAL ASSOCIATIONS, PROGRAM DEVELOPMENT,

The standards outlined are intended for use by schools in planning courses, by dentists in reviewing functions and duties of assistants, and by the Council in accrediting programs. A statement from the "Bylaws" of the American Dental Association lists the duties of the Council. Program requirements are presented for length, administering institution, physical facilities, student admission, graduation and certification, library, financial support, curriculum, and instruction. The Council accreditation policy is included. This document is available from Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611. (JK)

VT 004 638 ED 015 734
Guidelines for Hospitality Education in Junior Colleges, A Manual for the Establishment of Programs for Careers in the Hotel-Motel, Restaurant, and Institutional Industries.

Almarode, Richard L.
American Assn. of Junior Colleges, Washington, D.C.
Pub Date - 67
EDRS PRICE MF-$0.50 HC-$2.40 58p.

*FOOD SERVICE OCCUPATIONS, *OCCUPATIONAL HOME ECONOMICS, JUNIOR COLLEGES, PROGRAM PLANNING, *PROGRAM GUIDES, COMMUNITY SURVEYS, CURRICULUM, FOOD SERVICE, PROGRAM DEVELOPMENT, EDUCATIONAL FACILITIES, SCHOOL COMMUNITY RELATIONSHIP,

National manpower shortages in the hospitality industry, including an estimated need for 250,000 new workers in the food service industry each year from 1967 to 1977, have caused the community college to be recognized as a key source in preparing youth for careers in the industry. Hospitality education at the community college is designed to develop and increase competencies at the semiskilled, skilled, and midmanagement levels. The program, providing flexibility to meet the needs of the student and the industry in the community, may be a 2-year degree program, a 1-year certificate program, or continuing education or community service programs for entry employment or upgrading. A community survey, the basis for determining program need and development, should cover industry employment statistics, job opportunities, cooperative work experience opportunities, resource people and field trips, potential advisors, and curriculum needs. Specific suggestions are given for each facet of the program planning--(1) the community survey, (2) selection and responsibilities of advisory committees, (3) selection and responsibilities of faculty and administrators, (4) suggested curriculum patterns using cooperative work experience, the in-school laboratory or a combination plan, (5) facilities planning, (6) the student, (7) program information and public relations, (8) program funding, (9) program evaluation, and (10) organizations and associations. The appendix lists trade associations, educational associations and governmental agencies, sources of industry bibliographies, and hospitality industry trade publications. (FP)

VT 004 696
Advisory Committees, "Selection and Use".

Ohio State Dept. of Education, Columbus
Distributive Education Operations Manual, no. 3
Ohio State Univ., Columbus
Bowling Green State Univ., Ohio
Pub Date - Feb66
MF AVAILABLE IN VT-ERIC SET. 39p.

*DISTRIBUTIVE EDUCATION, *ADVISORY COMMITTEES, *GUIDELINES, PROGRAM EVALUATION, PROGRAM DEVELOPMENT,

The purpose of this manual is to provide a model to assist the coordinator in establishing and utilizing an advisory committee in the local community. It was developed by 36 coordinators at the 1965 Ohio Distributive Education Workshop at The Ohio State University. Information covers (1) types of advisory committees--general advisory, specific advisory, post-secondary, and adult education committees, (2) committee composition--number of members, qualifications, and representation of community resources, (3) organization of the committee--approval and invitation, committee structure, length of service, and steering committee, (4) committee meetings--agendas and time and place, (5) role and function of advisory committee--objectives, public relations, student standards and recruitment, student selection, standards of evaluation, manpower needs and training facilities surveys, student problems, promotion of Distributive Education Clubs of America activities, standards of training stations, program facilities and aids, curriculum development, legislation, and development of distribution as a career, and (6) evaluation of the program and the advisory committee. A bibliography and a list of distributive education programs in Ohio are included. This document is available for $1.00 from Distributive Education Materials Laboratory, The Ohio State University, 124 West 17th Avenue, Columbus, Ohio 43210. (MM)

VT 004 836   ED 017 723
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region. Final Report.

Collins, Charlie J.
West Virginia Univ., Morgantown
BR-5-8275
Pub Date - 1Jan68
EDRS PRICE MF-$0.75 HC-$6.88 170p.

*INDUSTRIAL ARTS, PROGRAM DESCRIPTIONS, STUDENT CHARACTERISTICS, *TEACHER CHARACTERISTICS, EDUCATIONAL OBJECTIVES, ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, SCHOOL SIZE, *SECONDARY SCHOOLS, *SOUTHERN STATES, *SCHOOL SURVEYS, NATIONAL SURVEYS, INDUSTRIAL ARTS TEACHERS, EDUCATIONAL PROGRAMS, EXPENDITURES, EQUIPMENT, WORK EXPERIENCE PROGRAMS, TEACHER RESPONSIBILITY, CURRICULUM GUIDES, SEX (CHARACTERISTICS), COURSE CONTENT, TEACHING METHODS,
Southern Appalachian Region,

The purposes of this study were to provide a profile of industrial arts in the public secondary schools of the Southern Appalachian Region in 1964-65 and to compare these findings with results of the national study, "Industrial Arts Education," by Schmitt and Pelley, after using the same two questionnaires. The data collected from principals and teachers of 277 schools in 198 counties of Georgia, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia were controlled for 10 enrollment sizes and four types of schools. Findings included--(1) 48.1 percent of the regional schools had programs compared with 74 percent nationally, (2) The regional and national groups agreed on the first and second ranked objectives as being "to develop in each student a measure of skill in the use of common tools and machines" and "to discover and develop creative technical talents," (3) Required industrial arts programs in elementary "feeder" schools were minimal, (4) Requiring industrial arts as a course of study had increased, especially in the past 4 years, and the increase was slightly higher than the national gain except at the 10th grade, (5) Regionally, more of the schools allowed substitution of industrial arts for science than nationally, (6) The mean regional expenditures for equipment were $574 and for supplies $592, about half the national mean, (7) The region's pattern of work experience programs was generally similar to the national pattern, (8) Regional schools averaged 1.4 industrial arts teachers per school compared with 2.2 nationally, (9) The region's teachers held an average of 5.3 percent more bachelor's degrees and 6.6 percent fewer master's degrees than did the nation's teachers, (10) The region had fewer below average students enrolled and (11) Regional salaries were $1,050 lower than the national average. Data, the survey instruments, and technical notes are included. (EM)

VT 004 855   ED 017 727
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education. (Tuskegee Institute, August 14-September 1, 1967). Final Report.

Harris, James N. * Sherard, Austell O.
Tuskegee Inst., Ala.
Pub Date -   67
EDRS PRICE MF-$0.75 HC-$7.16   177p.

*TRADE AND INDUSTRIAL EDUCATION, *COOPERATIVE EDUCATION, HIGH SCHOOLS, COLLEGES, TEACHER EDUCATION, *GUIDELINES, PROGRAM ADMINISTRATION, ORGANIZATION, SCHOOL INDUSTRY RELATIONSHIP, EMPLOYER ATTITUDES, *PROGRAM EVALUATION, *WORKSHOPS, EDUCATIONAL OBJECTIVES, DISADVANTAGED GROUPS, STATE DEPARTMENTS OF EDUCATION,

Thirty-nine trade and industrial and vocational technical teachers and supervisors from 19 states participated in a workshop to plan and execute a comprehensive examination and evaluation of the cooperative work experience plan of education relative to trade and industrial education. The workshop organization included consultant presentations, group discussions, task force participation and reports, and reactor panels. An authority in some area of vocational-technical or trade and industrial education made a presentation at the beginning of each day of the workshop. These presentations, included in the document, were (1) "The Cooperative Work Experience Program--A Perspective View" and "What Is the Appropriate Educational Level for Offering Cooperative Work Experience Programs," by F. H. Carter, (2) "Aims and Objectives of Cooperative Education," by F. Vandergrift, (3) "Who Is to Be Served by Cooperative Work Experience Programs," by W. W. Wolansky, (4) "Advantages of Cooperative Work Experience Programs," by J. A. Jarvis, (5) "The Ingredients of a Model Cooperative Work-Study Program" and "Guidelines for the Cooperative Work Experience Program," by W. M. Bateson, (6) "Organization and Administration of Cooperative Work Experience Programs" and "Recommended Practices for Cooperative Work Experience Programs," by G. H. Miller, (7) "Current Developments and Trends in Cooperative Work Experience Programs Relating to Trade and Industrial Education," by E. M. Eddy, (8) "Industry's Attitude Toward Cooperative Education," by W. R. Goldston and F. W. Ragan, Jr., (9) "The Role of State Education Departments as Related to Cooperative Education," by J. F. Ingram, and (10) "The Disadvantages and Implications for Cooperative Education," by W. V. Payne. (EM)

VT 004 932   ED 017 728
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

Edmunds, Niel A.
Utah Research Coord Unit for Vocat Educ, Salt Lake City
Pub Date -   67
EDRS PRICE MF-$0.50 HC-$2.60   63p.

VOCATIONAL EDUCATION, *VOCATIONAL DIRECTORS, *SUPERVISOR QUALIFICATIONS, *ADMINISTRATOR RESPONSIBILITY, EDUCATIONAL CERTIFICATES, NATIONAL SURVEYS, SCHOOL SURVEYS, *SCHOOL DISTRICTS, ADMINISTRATOR ROLE, *EMPLOYMENT QUALIFICATIONS, EDUCATIONAL BACKGROUND,
Utah,

Because Utah requires local school districts to employ vocational directors, a study was undertaken to determine their qualifications, responsibilities, and duties. Data were obtained from personnel in 37 of the 40 school districts in Utah, 37 of 50 state vocational education directors, 48 teacher training institutions in the nation, the U.S. Office of Education, and a review of literature. Three-fifths of those surveyed indicated that a local director should have a Master's degree, preparation in a vocational subject, and hours in school administration. One-third recommended 3 years of industrial work experience, and only 10 percent believed work experience to be nonessential. One-third believed that a general secondary teaching certificate was necessary, and two-fifths an administrative certificate. Less than one-half of the teacher education institutions and 16 percent of the state departments reported having a training program for local directors. Prior teaching experience of 3 or 5 years was recommended by two-fifths and one-third, respectively. Three-fourths recommended that the director be directly responsible to the superintendent. All of the vocational directors contacted had attended a workshop or convention during the preceding year. Among the duties of directors were (1) budgeting, (2) reporting, (3) directing work study and adult programs, (5) contacting employers and employment service, (6) recommending advisory committee appointments, (7) holding conferences, (8) conducting inservice training programs, (9) maintaining public relations, and (10) recommending facility improvement. It was recommended that director training programs be developed and certification criteria be established. (JM)

VT 005 038 ED 016 873
Research Visibility. Vocational Education Is People With Educational Needs Beyond the High School.

Olivo, C. Thomas
Pub Date - Oct67
EDRS PRICE MF-$0.25 HC-$0.72 16p.

RESEARCH REVIEWS (PUBLICATIONS), *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, *BIBLIOGRAPHIES, EXPERIMENTAL PROGRAMS, DEVELOPMENTAL PROGRAMS, DEMONSTRATION PROJECTS, CURRICULUM, *POST SECONDARY EDUCATION, *EDUCATIONAL RESEARCH, PROGRAM DEVELOPMENT, EVALUATION, HIGH SCHOOLS,

The projects selected for review were funded by the Division of Comprehensive Vocational Education Research and bear on any aspect of program planning, organization, development, demonstration, innovation, and evaluation for youth and adults with educational needs beyond high school. Ten items are reviewed under the topics--assessibility to area programs, evolving curriculums and levels, and forces influencing quality standards. Fourteen additional reviews pertaining to the area "High School Age Youth," presented in the preceding issue, are included. "Plain Talk," a continuing column by the author, discusses guidelines relating to critical decisions in research and program planning. A bibliography lists 60 other projects and activities completed and in process. This article is published in the "American Vocational Journal," volume 42, number 10, October 1967. (EM)

VT 005 159 ED 017 740
Needed Research on Diffusion within Educational Organizations.

Rogers, Everett M. * Jain, Nemi C.
Pub Date - 68
EDRS PRICE MF-$0.25 HC-$1.44 34p.

*DIFFUSION, INFORMATION DISSEMINATION, *EDUCATIONAL INNOVATION, *RESEARCH METHODOLOGY, RESEARCH NEEDS, *ORGANIZATION, SPEECHES, *INTERPERSONAL RELATIONSHIP, COMMUNICATION (THOUGHT TRANSFER), National Conference on the Diffusion of Educational Ideas, United States Office of Education, Michigan Vocational Education Research Coordinating Unit, Michigan State University Department of Communication and Continuing Education Service,

In spite of the volume of research attention devoted to the diffusion of innovations, relatively little emphasis has been placed upon diffusion within organizational structures. Methodologically, relational analysis in which the unit of analysis is a two-person interacting pair, a multiple person communication chain, or cliques or subsystems is needed in place of investigation in which the unit of analysis is the individual. Relational analysis is especially advantageous in determining the degree to which two individuals who interact are similar. Procedurally, the study of structural effects as system variables in the diffusion of innovations within educational organizations is needed. Structural effects are the consequences on one's behavior of the social structure of the system in which one is a member. Conceptually the study of four interrelated categories of variables is needed--diffusion effects variables, communication variables, social system variables, and consequences variables. Enlarging the model of diffusion reasearch to include a class of more ultimate dependent variables dealing with innovation consequences and more social structural variables, and utilizing such methodological advances as relational analysis and the study of structural effects in diffusion investigation, will result in a better insight into human behavioral change in organizational setting, as well as implications for more rapid educational diffusion. This paper was delivered at the National Conference on the Diffusion of Educational Ideas (East Lansing, March 26-28, 1968). (MM)

CURRICULUM
SECTION

VT 000 400 ED 017 625
Preparing Students for Employment in Agriculture, Agricultural Occupations Institute, Workshop Report (June 7-July 16, 1965).

Oklahoma State Univ., Stillwater. Research Foundation
Pub Date - 65
EDRS PRICE MF-$0.75 HC-$4.76 117p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE TEACHERS, *INSERVICE TEACHER EDUCATION, *VOCATIONAL AGRICULTURE, PROGRAM DEVELOPMENT, *CURRICULUM GUIDES, SUMMER WORKSHOPS, TEACHER WORKSHOPS, COOPERATIVE EDUCATION,

Thirty vocational agriculture teachers from 10 states attended a workshop to develop their abilities to instruct, supervise, and coordinate student activities at the high school level in agricultural business. Their activities resulted in this report, intended as a guide for agriculture teachers in initiating instructional programs for the off-farm agricultural occupations. The 30 teachers were to be visited and supervised during the 1965-66 school year. The report includes recommended procedures for planning, initiating, establishing, promoting, and conducting the programs. Units of instruction are outlined for orientation, human relations, arithmetic, safety, agricultural products and services, selling, advertising, display, agricultural occupations, distribution channels, purchasing, transportation, pricing, store layout, store ownership, business regulations, taxes, accounting and control, and business improvement. Each unit contains suggested time allotment, references, audiovisual aids, students activity, teaching techniques, projects, and specific subject matter information. Supplementary materials include (1) suggested references, films, and projects, (2) recommended coordination practices, and (3) forms for contracting, recording, and evaluating farm experience placement and off-farm agricultural occupation experience. (JM)

VT 000 429 ED 018 534
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

Hemp, Paul E. * Ehresman, Norman D.
Illinois Univ., Urbana. Div. of Agricultural Education
Illinois Agricultural Assn., Bloomington.
Pub Date - Feb65
EDRS PRICE MF-$0.25 HC-$0.96 22p.

*VOCATIONAL AGRICULTURE, *COOPERATIVES, *INSTRUCTIONAL PROGRAMS, *INSTRUCTIONAL AIDS, HIGH SCHOOLS, SURVEYS, QUESTIONNAIRES, LEARNING ACTIVITIES,
Future Farmers of America, Illinois,

The purpose of this study was to identify (1) what is being taught regarding cooperatives, (2) cooperative activities in which Illinois Future Farmers of America (FFA) chapters participate, (3) the teaching aids being used to teach about cooperative organizations, and (4) the teaching aids and information which teachers would like to have. Questionnaires were sent to 100 teachers selected by using a table of random numbers, and 33 others who sponsored FFA chapters which had participated in the State Cooperative Activity Award Program. Responses were obtained from 90 percent and 85 percent respectively. It was concluded that (1) Junior and senior courses contain more about cooperatives than young-farmer or adult courses, (2) Teachers need lists of available aids, (3) New instructional material is needed, (4) Practically all FFA chapters include cooperative activities, and (5) There is a need for the evaluation of cooperative activities used for instructional purposes. Early initiation of the following projects was recommended--(1) development of source unit on cooperatives to be used by teachers, (2) revision of FFA Cooperative Awards Program to define clearly the scoring activities, (3) development of course outlines for out-of-school groups, and (4) development of a suggested schedule of learning experiences for high school students and adults preparing for employment in cooperative businesses. A bibliography and a sample questionnaire are included. (EM)

VT 000 586   ED 017 628
The Development of a Modern Curriculum in Vocational Agriculture.

Hensel, James W.
Wisconsin Assn. of Vocat. Agr. Instructors, Madison
Wisconsin Univ., Madison. Dept of Agr and Extension Educ.
Wisconsin State Board of Vocat. and Adult Educ., Madison
Pub Date - Jul65
EDRS PRICE MF-$0.25 HC-$1.36 32p.

CURRICULUM PLANNING, *VOCATIONAL AGRICULTURE, *EDUCATIONAL OBJECTIVES, *CURRICULUM DEVELOMENT, SCHEDULING, TECHNICAL EDUCATION, *CURRICULUM, PROGRAM DESCRIPTIONS,

Curriculum pattern options for vocational agriculture are presented in this guide. Major program objectives are to develop--(1) agricultural competency for production agriculture, (2) agricultural competency for off-farm occupations, (3) an understanding of career opportunities and required training, (4) the ability to enter and advance in an agricultural occupation through continuing education, (5) abilities in human relations, and (6) abilities in leadership and fulfilling responsibility. Specialization, multiple track, and integrated structures are explained, and specific examples of each, representing programs in Wisconsin, are described. The examples include information on course offerings, scheduling systems, and course objectives. (JM)

VT 001 120
Agricultural Technology, Agricultural Equipment.

North Carolina State Board of Education, Raleigh
Pub Date - 1Feb66
MF AVAILABLE IN VT-ERIC SET. 17p.

*AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY, *CURRICULUM, *TECHNICAL EDUCATION, *COURSE DESCRIPTIONS,

A 2-year curriculum designed to assist students in acquiring competencies needed in the agricultural equipment field is described. Specific curriculum objectives, descriptions, and career opportunities are given. The suggested curriculum includes courses in grammar, technical mathematics, technical drafting, physics, tractor engines, tractor hydraulic systems, report writing, welding, farm machinery, oral communication, diesels, tractor systems, sales development, soils and irrigation, business management, parts and service management, and crop processing and handling equipment.

Required courses and several electives are described. The Agricultural Equipment Technology State Advisory Committee's involvement in the design of the curriculum is discussed, and the membership is listed. (JM)

VT 001 332 ED 018 564
Office Occupation Programs Under the Vocational Education Act of 1963. Report of a Southern California Conference.

California State Dep of Educ, Sacramento. Bur of Bus Educ
Pub Date - 64
EDRS PRICE MF-$0.25 HC-$1.56 37p.

*CONFERENCES, *EDUCATIONAL NEEDS, *OFFICE OCCUPATIONS EDUCATION, *CURRICULUM PLANNING, CURRICULUM, EMPLOYMENT SERVICES, AUTOMATION, INSTRUCTIONAL AIDS,
California,

Approximately 190 high school and college business educators, representatives from business and industry, and State employment personnel participated in a conference to discuss training needs for entry office jobs, to discuss operating programs in office education, and to improve the curriculums and methods of instruction. General session presentations were--(1) "Summary Remarks," by R.C. Van Wagenen, which discussed the challenge to education, and (2) "The Job-Oriented Curriculum," by Tillie Neft, which describes a three-fold project conducted by the Bureau of Business Education to foster creativity and willingness to innovate in business education teachers. Three workshops were held to discuss the operating programs and review the need for expanding them. Summarized comments from the participants cover (1) specialized secretarial training, (2) a job-oriented course sequence for office occupations in high school, (3) automation filmstrips and films, (4) methods of meeting office training needs, (5) business machines and data processing courses, (6) followup studies, (7) counseling and job placement, and (8) use of the overhead projector, the skillbuilder, and the audio-learning laboratory in beginning shorthand, dictation, typewriting, and office procedure classes. Other workshop summaries were--(1) "North American Aviation, Inc., Looks at Office Training Needs," by Charlotte Sullivan, (2) "Services of the Department of Employment," by Eileen Cassidy, and (3) "The Prudential Insurance Company of America Looks at The Impact of Technological Changes on Office Jobs," by Howard Schmonsees. (PS)

VT 001 381 ED 016 046
The Status of Specialized Courses in Vocational Agriculture.

Zurbrick, Phillip R.
Arizona Univ., Tucson. Dept. of Agricultural Education
Research Ser Bull-2
Pub Date - Jun65
EDRS PRICE MF-$0.25 HC-$0.68 15p.

*VOCATIONAL AGRICULTURE, VOCATIONAL AGRICULTURE TEACHERS, TEACHER EDUCATORS, *ADMINISTRATOR ATTITUDES, *CURRICULUM, *TEACHER ATTITUDES, NATIONAL SURVEYS, *EDUCATIONAL NEEDS,
Arizona,

An effort was made to determine the status of specialized high school agriculture courses, compile a list of such courses being offered in the United States, and determine and evaluate the new developments in curriculum construction in Arizona. An opinionnaire was returned by 45 teacher educators in 39 states. Specialized courses in the third and fourth year, combined with basic courses in the first 2 years, were favored by 95.5 percent of the teacher educators. Schools in 29 states were planning or offering specialized courses in agricultural mechanization, horticulture, ornamental horticulture, or agricultural business. An opinionnaire was returned by 85 percent of the vocational agriculture teachers and 77 percent of the administrators in 35 Arizona schools. Specialized courses regarded as valuable by 85 percent of both groups, in rank order, were agricultural mechanics, agricultural business, agricultural occupations, horticulture, agricultural economics, farm power, and welding. Adequacy of facilities, time requirements, and teacher's training were regarded as limiting factors by 60 percent of both groups, but 78 percent agreed that specialized courses would meet individual needs better than present programs, and 90 percent were interested in offering these courses. Recommendations included establishment of pilot programs, development of teaching aids, and better coordination between teachers and staff members of the University in developing courses. (JM)

VT 001 392
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.

Morrison, Edward J.
American Institutes for Research, Pittsburgh, Pa.
Pub Date - 30Jun65
EDRS PRICE MF-$0.50 HC-$2.52 61p.

*CURRICULUM DEVELOPMENT, *JOB ANALYSIS, OCCUPATIONAL INFORMATION, *GUIDANCE PROGRAMS, EDUCATIONAL OBJECTIVES, *VOCATIONAL EDUCATION, EXPERIMENTAL CURRICULUM, PROGRAM DESCRIPTIONS, OCCUPATIONAL CLUSTERS, HIGH SCHOOLS, EMPLOYMENT TRENDS, PROGRAM DEVELOPMENT, Project ABLE, Quincy, Massachusetts,

Technical activity from April 1 through June 30, 1965 was concentrated in behavior analysis and guidance program development. The behavior analysis involved identifying 1,051 jobs as candidates for inclusion in the training program and grouping them into 30 sub-families on the basis of task similarities. Data necessary for decision to include the jobs in training were collected for 288 jobs and task enumeration was completed for 115 jobs. The appendixes contain (1) a description of the general procedures used to select jobs, enumerate the tasks required in each job, and identify other important job requirements, (2) sample forms used in the behavior analysis process, (3) the general plan being followed in developing the guidance program, (4) a description of the present guidance program in the Quincy Public Schools, and (5) a list of the educators and scholars comprising an advisory panel to provide technical review, guidance, and counsel for the project. At its first meeting, this panel gave major consideration to defining instructional objectives. (HC)

VT 001 393
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.

Morrison, Edward J.
American Institutes for Research, Pittsburgh, Pa.
Pub Date - 30Sep65
EDRS PRICE MF-$0.25 HC-$1.52 36p.

*CURRICULUM DEVELOPMENT, *EDUCATIONAL OBJECTIVES, *EXPERIMENTAL CURRICULUM, *VOCATIONAL EDUCATION, *GUIDANCE PROGRAMS, Project ABLE, Quincy, Massachusetts,

Activity from July 1 through September 30, 1965 was concentrated on developing objectives for the instructional and guidance programs. The instructional objectives sought were unambiguous statements of successful student performance which include the criteria of success and the important conditions under which the performance is to take place. Criteria specified that an objective should faithfully communicate the author's intent, be a statement about the student, specify the criterion of acceptable performance, imply the appropriate test or evaluation of learning, imply appropriate learning conditions, and have appropriate specificity. An objective was defined by translating the general goal into a performance statement at the same level of generality. A second set of statements covered all the capabilities to be included for consideration at that level of generality. This process was continued until the statements produced were descriptions of task performance. To achieve the instructional objectives, each student must be provided with the assistance, guidance, and direction needed for success. The general objective of the guidance program is to assist the student as necessary to insure his progress toward realistic goals of vocational satisfaction, responsible citizenship, and self-fulfillment while encouraging his maximum participation in decision making. (HC)

VT 001 598 ED 018 598
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs (For Review Purposes).

California State Dep of Educ, Sacramento. Bur of Bus Educ
Pub Date - 64
EDRS PRICE MF-$0.50 HC-$3.28 80p.

*BUSINESS EDUCATION, OFFICE OCCUPATIONS EDUCATION, FEDERAL PROGRAMS, *CURRICULUM GUIDES, MANPOWER DEVELOPMENT, DISTRIBUTIVE EDUCATION, *OFFICE OCCUPATIONS, *CURRICULUM, Manpower Development and Training Act, California,

Nine completed training plans are shown exactly as they were submitted by the training agencies that developed them. Training plans include the subject offerings, area to be covered in each subject, daily and weekly time blocks, and the number of hours allowed for each subject. The training agencies and occupations planned for include (1) Fresno College--stenographer, (2) College of Marin--secretary, (3) Pasadena City College--clerk-typist, (4) Hayward Unified School District--medical secretary, (5) Berkeley Unified School District--salesperson (general), (6) San Diego City

College--reproduction tyist, (7) Sawyer School of Business--stenographer, (8) Humphreys College--stenographer, and (9) Heald College--stenographer. Excerpts from representative training plans in business education projects are given for (1) reproduction typist, clerk-typist, clerk-stenographer, medical secretary, stenographer, clerical secretary, salesperson, and calculating machine operator. With each excerpt is a list of the course requirements taken from the MDT-1 for which the training plan was developed. (PS)

VT 002 019
Activating a Nutritional Education Program in Pennsylvania Schools.

Pennsylvania State Dept of Public Instruction, Harrisburg
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET. 47p.

*NUTRITION INSTRUCTION, *RESOURCES, COMMUNITY RESOURCES, HEALTH, INTERDISCIPLINARY APPROACH, *PROGRAM DEVELOPMENT, FOOD, ELEMENTARY SCHOOLS, HIGH SCHOOLS, LESSON PLANS, PROGRAM DESCRIPTIONS, PROGRAM COORDINATION, NUTRITION,

The purpose of this bulletin is to suggest areas of learning and principles to follow in building good nutritional practices in children. The significance of food and the nutritional needs of children are discussed. In planning a coordinated nutrition program, the nutrition education should be integrated with subject matter in the sciences, biology, chemistry, general science, home economics, health education, elementary education, food services, health service, and the library. Programs are suggested for (1) a sixth grade nutrition unit, (2) a senior high program, (3) a cooperative project, in which high school students taught 5 lessons in nutrition in first and second grade, (4) a total school project, (5) a cooperative project involving a homemaking teacher and a grade teacher, and (6) a dietary counseling program involving homemaking teachers, health nutritionists, and community resource personnel in Pennsylvania. Some of the resource persons available to help a school develop a nutrition education program are home economics teachers, school lunch supervisors, school nurses, health teachers, librarians, physicians, members of the parent-teacher organization, dentists, dietitians, and public health, food service, and extension personnel. Nutrition education resource materials are listed. (MS)

VT 002 442 ED 017 661
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.

Peterson, Clarence E.
Office of Education, Washington, D.C. Area Vocat. Branch
OE-80014, Circ-670, Misc-3570-3.
Pub Date - 66
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. 35p.

*JOB ANALYSIS, *CURRICULUM DEVELOPMENT, TECHNICAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION, OCCUPATIONAL CLUSTERS, CURRICULUM PLANNING, *OCCUPATIONAL INFORMATION, EDUCATIONAL NEEDS, *MECHANICAL DESIGN TECHNICIANS, *PRODUCTION TECHNICIANS,
Mechanical Design Technology, Production Technology,

This publication is the third in a series designed to provide information to help States organize and operate programs under Title VIII of the National Defense Education Act of 1958. The other publications are "Mechanical Drafting and Design Technology" (VT 001 823) and "Electrical and Electronic Technology" (VT 002 421). Each publication indicates how job analysis and job relationship techniques can be used to facilitate the planning of training programs. Mechanical design technology is concerned with the development, testing, evaluation, and design of machinery, equipment, instruments, and other mechanical services prior to production. Production technology is concerned with industrial engineering problems involving the efficient use of manpower, materials, and machines in mass production processes. Before technical curriculums can be established, it is necessary to identify the specific occupations for which training is needed and to analyze and to prepare brief job descriptions of each. The 20 job descriptions included in this booklet were taken from Volume I of the "Dictionary of Occupational Titles." After subject matter areas are identified through the job analysis, the subjects must be arranged in a logical order and instructional units must be developed to provide the desired learning. The purpose of the suggested technical training programs is to prepare workers for single occupations with content derived from the analysis of the specific jobs. A training requirements analysis form and an annotated bibliography to provide a source for more detailed information are included. This document is available for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (HC)

VT 002 646
Technical Illustration, Guide for Administrators, Instructors, and Students.

Peters, G.F.
California State Dept. of Education, Sacramento
Pub Date - 63
MF AVAILABLE IN VT-ERIC SET. 73p.

*ILLUSTRATORS, *ADMINISTRATOR GUIDES, *JUNIOR COLLEGES, *PROGRAM PLANNING, OCCUPATIONAL INFORMATION, ILLUSTRATIONS, CURRICULUM, TEAM TEACHING, EDUCATIONAL FACILITIES, EMPLOYMENT OPORTUNITIES,

The purpose of this guide is to provide persons involved with technical illustration programs information on training needs, curriculum requirements, and the scope of the field. It is based on a series of interviews, conducted in 1961, with major employers of technical illustrators in aircraft, missile, manufactured products, and research and development industries. Part One, Types of Illustrations, includes sample illustrations and descriptions for (1) maintenance handbooks, (2) flight handbooks, (3) schematic drawings, (4) wiring diagrams, (5) operational handbooks, (6) illustrated parts catalogs, (7) repair handbooks, (8) charts, (9) training aids, (10) production illustrations, (11) commercial illustrations, and (12) research and development illustrations. Part Two includes industry suggestions and curriculum recommendations for courses in mechanical technology, electronics symbology, freehand drawing, mechanical drawing, graphic reproduction, mathematics and technical science, general education, and technical illustration techniques. Part Three includes suggestions for team teaching, and Part Four gives specifications for facilities and equipment. Part Five, discusses guidance and job oportunities. Employment opportunities were greatest in aircraft and missile industries and will become important in commercial production as awareness of the potential of the technique spreads. The field was not crowded and was open to both men and women. Earnings varied greatly. The most valuable technical illustrator was identified as one who could do many types of illustrations well. Employment in this occupation totaled 2,150 in Los Angeles in 1960 and was projected to be 3,450 in 1965. (EM)

VT 002 941 ED 016 802
Research to Establish a College-level Curriculum in Glass. Technical Progress Report, Number 2.

Willson, Richard
Miami Univ., Fla.
BR-5-8304
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.16 2p.

*CURRICULUM DEVELOPMENT, *COLLEGE CURRICULUM, PROGRAM DESCRIPTIONS, *GLASS,

The purpose of the research is to correlate a collected mass of information related to the accepted need to establish a curriculum for teaching glass as a fine art material in the United States. An artist or an architect who wishes to learn the potential use of glass must go to Europe, as no comprehensive teaching of glass as a fine art exists on the American teaching scene. Information was collected during visits to Egypt and Greece, and to locations in the United States, such as Dominick Labino, the Toledo Art Museum, Corning Glass Company, Ohio University, Blenko Glass Company, and Smithsonian Institution. Information from the Egyptian trip was presented to advanced students and faculty of the University of Miami in January 1967. Activities for the next reporting period will include final study and discussion trips to glass schools, individuals, collections, and architectural installations of glass in Germany, Austria, Italy, Finland, Sweden, and England. A definite recommendation will be made in the final report that the United States take steps to secure leadership in this direction, and the steps to do this will be spelled out clearly. (MM)

VT 002 954 ED 016 069
Curricular Considerations, Oswego.

Devore, Paul W.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.04 24p.

*INDUSTRIAL ARTS, *EDUCATIONAL OBJECTIVES, *CURRICULUM PLANNING, *EDUCATIONAL PHILOSOPHY, *TECHNOLOGY, COMMUNICATIONS, TAXONOMY, TRANSPORTATION, MANUFACTURING INDUSTRY, INTELLECTUAL DISCIPLINES,

Curriculum studies at Oswego have been based on a study of man and his technologies in order to answer basic questions--(1) What is and what is not meant by the name industrial arts, (2) What should and what should not be a part of this area of study, (3)What relationships exist between industrial arts and similar activities, and (4) What criteria do we use to measure the validity of what we are doing. Several curriculum efforts are based on the premise that industrial arts is a study of man's creative endeavors in the technologies and that these endeavors have identifiable organization and structure. An educational program of industrial arts based upon the disciplines derived from the body of knowledge created by man in the technologies provides a structure which is externally stable and internally flexible and adaptable to change. The structure accomodates present problems and permits establishment of fruitful patterns of investigation for future developments. Evaluation pertaining to classification systems in the technologies is in progress. What was once separated into different categories is now being incorporated into a total system such as a communication system, a transportation system, or a production system. From a structure based on cultural universals in the technologies, the curriculum problem can be delimited and a specific content reservoir identified from which objectives, basic concepts, units of instruction, programs of study, and methods of implementation can be determined. (EM)

VT 003 057 ED 017 676
Toward the Improvement of Family Life Through Education.

Voelcker, Pauline * Simpson, Elizabeth
Pub Date - 58
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*FAMILY LIFE EDUCATION, *HOMEMAKING EDUCATION, *DEVELOPMENTAL TASKS, UNITS OF STUDY (SUBJECT FIELDS), FAMILY LIFE, ADOLESCENTS, INDIVIDUAL CHARACTERISTICS, INDIVIDUAL NEEDS, HIGH SCHOOLS, TEACHING GUIDES,

Social changes are reflected in family life. In planning a program aimed at improving family living, it is imperative to consider the effects of changes. Families have moved off the farm, have moved from production to consumption, have shifted from an economy of scarcity to an economy of abundance, have become smaller, work less and live better, are established in larger numbers and at younger ages, have more complex and flexible roles, are more unstable, and members have more freedom to be themselves. For the program to be meaningful in terms of behavioral change, consideration must also be given to the characteristics and needs of those being taught and to the developmental tasks they need to accomplish--(1) accepting one's changing body and learning to use it effectively, (2) achieving a satisfying and socially accepted masculine or feminine role, (3) finding oneself as a member of one's own generation in more mature relations with one's agemates, (4) achieving emotional independence of parents and other adults, (5) selecting and preparing for an occupation and economic independence, (6) preparing for marriage and family life, (7) developing intellectual skills and social sensitiveness necessary for civic competence, and (8) developing a workable philosophy of life that makes sense in today's world. Characteristics and needs of students, ages 11 to 18, concepts and generalizations, corresponding learning experiences, checklists and questionnaires, and unit outlines for family living are included. This article is published in the "Illinois Teacher", volume 2, number 11. (FP)

VT 003 395 ED 016 813
The Role of the Physical Sciences in Electrical-Electronic Technology. Progress Report.

Barlow, Melvin L. * Schill, William J.
California Univ., Los Angeles. Div of Vocational Educ.
California State Dep of Educ, Sacramento. Bur of Ind Educ
Pub Date - 65
EDRS PRICE MF-$0.50 HC-$2.92 71p.

*SCIENTIFIC PRINCIPLES, *PHYSICAL SCIENCES, CHEMISTRY, PHYSICS, JOB SKILLS, *EDUCATIONAL NEEDS, ELECTRICITY, ELECTRONICS, *ELECTRONIC TECHNICIANS, TECHNICAL EDUCATION, *CURRICULUM PLANNING,

To determine the relative importance of chemistry and physics for instruction in electrical and electronic technology, 51 technical workers, 51 junior college instructors, and 11 experts rated 240 scientific principles as to their value in a technician's work. The three groups agreed on the rank order of 15 topics--(1) current electricity, (2) static electricity, (3) magnetism, (4) atomic energy and radiation, (5) sound, (6) the mechanics of solids, (7) the structure of matter, (8) light, (9) heat, (10) the mechanics of gases, (11) the mechanics of liquids, (12) the chemical nature of matter, (13) the general properties of energy and matter, (14) ions in solutions, and (15) solutions and colloids. The appendix gives the rank order of major topics and of items within those topics and the rank order of items within the whole list. It was concluded that a ranking of topics for general education was not suitable for specific occupational course planning. (EM)

VT 003 621
How Much Instruction in Farm Machinery.

Nelson, Travis * Bear, W. Forrest
Pub Date - Sep67
MF AVAILABLE IN VT-ERIC SET. 4p.

*VOCATIONAL AGRICULTURE, AGRICULTURAL ENGINEERING, VOCATIONAL AGRICULTURE TEACHERS, COMPARATIVE ANALYSIS, *AGRICULTURAL MACHINERY, SCHOOL SURVEYS, EQUIPMENT, TIME BLOCKS, HIGH SCHOOLS, PHYSICAL FACILITIES, *INSTRUCTIONAL PROGRAMS, *TEACHING METHODS, Minnesota,

Questionnaires were sent to 150 high school vocational agriculture departments to determine the effect of various factors on the scope of farm machinery instructional programs for high school students and beginning and adult farmers in Minnesota. Data were tabulated for single teacher departments, multiple teacher departments, large shops, small shops, length of class period, 10 common farm machines, and 30 selected tools and supplies considered essential for teaching students about the machines. Some findings were--(1) The number of teachers in a department influenced the scope of the farm machinery instructional program, (2) A greater percentage of multiple-teacher departments provided instruction on eight of the 10 machines in the high school program and on six of the 10 machines in the beginning and adult farmer program than did single-instructor departments, (3) A larger percentage of the multiple-teacher departments taught units about eight of the 10 machines for six or more hours than did the single-teacher departments, and (4) There were more machine instruction and a larger number of tools and supplies in shops with more than 2,000 square feet. Conclusions were--(1) Departments with the largest shops, more than one instructor, 2-hour classes, and the greatest number of tools and supplies were teaching farm machinery a greater number of hours, (2) The significance of shop size should be emphasized since other factors are dependent upon it, and (3) With the increasing value of farm machinery inventory, complexity of machines, and opportunities in agricultural machinery related fields, vocational agriculture teachers are obligated to update their instructional programs and to improve their own understandings and abilities. This document appeared in "The Agricultural Education Magazine," volume 40, number 3, September 1967. (WB)

VT 003 674 ED 018 638
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

Phipps, Lloyd J. * and others
Illinois Univ., Urbana. Agricultural Education Div.
Pub Date - May67
EDRS PRICE MF-$0.25 HC-$0.84 19p.

*VOCATIONAL AGRICULTURE, VOCATIONAL AGRICULTURE TEACHERS, ADULT FARMER EDUCATION, *FARM MANAGEMENT, *CREDIT, INSTRUCTIONAL AIDS, SURVEYS, HIGH SCHOOLS, *COURSE CONTENT, UNITS OF STUDY (SUBJECT FIELDS),
Illinois,

Twenty Illinois agriculture teachers who had received 3 days of intensive instruction in farm management including the use of credit and 64 randomly selected agriculture teachers with more than 1 year of teaching experience identified study areas being taught which related to the use of agricultural production credit and educational references and teaching aids being used in high school and adult programs. The purpose of the survey was to provide information for developing instructional units for teaching agricultural production credit. On the basis of information collected, four units of instruction were developed--determining (1) the present situation, (2) where to use credit for crops and livestock, (3) where to use credit for buildings, machinery, and equipment and (4) how to use credit. In comparing the two groups of teachers, 75 percent of the specially prepared group and 18.7 percent of the randomly selected group had adult education classes with farm management. Differences between the randomly selected group and the specially prepared group in number teaching the prepared instructional units in high schools were not significant. All four instructional units were taught in approximately 30 percent of the adult programs with specially prepared teachers and in approximately 20 percent of those with the randomly selected teachers. It was concluded that many farmer agricultural production credit problems could have been avoided or made easier to handle through more adequate education in farm management in high school and adult classes. Inservice training for teachers and new instructional materials on the use of agricultural production credit are needed. This document is available from Agricultural Education Division, Vocational and Technical Education Department, 359 Education Building, University of Illinois, Urbana, Illinois 61801. (WB)

VT 003 946 ED 014 616
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

Clark, Raymond M. * Oliver, Alvin E.
Pub Date - Nov66
MF AVAILABLE IN VT-ERIC SET. 5p.

*VOCATIONAL AGRICULTURE, *AGRICULTURAL SUPPLY OCCUPATIONS, *CURRICULUM PLANNING, CURRICULUM GUIDES, POST SECONDARY EDUCATION, EDUCATIONAL NEEDS, SCHOOL INDUSTRY RELATIONSHIP, EMPLOYERS,

A committee of education and industry representatives recommended 20 essential and three substitute courses for a 2-year post-high school program for training young men for the national grain, feed, seed, and farm supply industry. Some essential courses were (1) Soil Science I and II, (2) Crop Production, (3) Applied Animal Biochemistry, (4) Operations I and II, (5) Grain Grading, (6) Applied Animal Nutrition, (7) Communications I and II, (8) Applied Animal Husbandry I, (9) Agricultural Chemicals, (10) Salesmanship, (11) Physical Facilities and Care of Equipment, (12) Agricultural Economics and Marketing, and (13) Structure of the Grain, Feed, Seed, and Farm Supply Industry. Optional courses to be substituted where appropriate were (1) Seed Production, Preparation, and Analysis, (2) Business Law, and (3) Applied Animal Husbandry II. The need for occupational experience as part of the training program was emphasized. A completed curriculum guide which was submitted to the Office of Education, contained outlines for each of the 23 courses including lecture-discussion topics with laboratory exercises, suggested teacher qualifications, lists of laboratory equipment and supplies, suggestions for library usage, and an extensive bibliography. Inservice training of teachers through cooperative effort of industry and educational institutions and instructional materials are needed. This document appeared in "The Agricultural Education Magazine," volume 39, number 5, November 1966. (WB)

VT 003 949 ED 015 300
Agricultural Education in the Community College, Philosophy and Programs.

McCollum, Earl
Pub Date - Nov66
MF AVAILABLE IN VT-ERIC SET. 4p.

*COMMUNITY COLLEGES, *AGRICULTURAL EDUCATION, *AGRICULTURAL TECHNICIANS, EDUCATIONAL PROGRAMS, TECHNICAL EDUCATION,

Rapid change in agriculture requires that today's agriculturalist be a well-educated articulate technician. Community colleges can contribute their greatest influence on the future of our society and nation by offering specialized agricultural technician training for both those entering the field and those wishing to update their knowledge and skill in the present area of employment. Colleges located in agricultural areas offer technical programs in production agriculture. Courses included are soils, agricultural chemicals, horticulture, crop management, agricultural business procedures, welding, irrigation, and drainage. Students also enroll in general education courses such as communication skills, mathematics, psychology, health, American institutions, report writing, and economics. Other programs are offered for equipment repairmen, ranchers and range managers, landscaping and public grounds management, and outdoor recreation techniques and administration. This article is published in "The Agricultural Education Magazine," volume 39, number 5, November 1966. (WB)

VT 003 950   ED 015 301
What Does it Take to Sell Feed.

Albracht, James J.
Pub Date - Nov66
MF AVAILABLE IN VT-ERIC SET.   4p.

*VOCATIONAL AGRICULTURE, *AGRICULTURAL TECHNICIANS, *AGRICULTURAL SUPPLY OCCUPATIONS, EDUCATIONAL NEEDS, *JOB SKILLS, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOLS, POST SECONDARY EDUCATION, ON THE JOB TRAINING, AGRICULTURAL SKILLS, FEED INDUSTRY, SALESMANSHIP,

To determine the vocational competencies necessary for the performance of nine essential sales activities in the feed industry, a jury of 24 feed dealers, sales training directors, agricultural education researchers, and business education researchers made "yes" and "no" determinations for 40 competencies. The number of competencies considered essential for each of the nine activities was--(1) sells direct to producer, 39, (2) assists local dealers in promoting use of specific feeds, 38, (3) assists farmers in planning feeding programs, 37, (4) assists local dealer in promotional campaigns and feed and grain clinics, 37, (5) assists farmers to see through their own problems, 36, (6) follows up on results obtained by customers and reports them to management, 36, (7) sells to customer across the counter, 36, (8) recognizes abnormal and detrimental practices and animal health conditions, 31, and (9) solicits local dealers to sell company products, 27. The jury also indicated the number of competencies which could be taught at each of six educational facilities -- (1) dealer or company school, 40, (2) on-the-job, 40, (3) post-high school, 33, (4) adult, 32, (5) 4-year college, 31, and (6) high school, 28. Competencies identified as essential should be considered in the development of curriculums and courses of study for those in or preparing to enter sales positions in the feed industry. This article is published in "The Agricultural Education Magazine," volume 39, number 5, November 1966. (WB)

VT 004 365   ED 016 854
Hospitality Education Curriculum Development Project. Final Report.

Dommer, Carolyn
Michigan State Univ., East Lansing. Coll of Education
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.36   32p.

*OCCUPATIONAL HOME ECONOMICS, *FOOD SERVICE WORKERS, *PILOT PROJECTS, PROGRAM DEVELOPMENT, *CURRICULUM DEVELOPMENT, Michigan, Hospitality Education,

The purpose of the project was to gain information useful in developing programs for preparing persons for employment in occupations involving home economics knowledge and skills and for preparing teachers. The initial curriculum in hospitality education, training in trade and personal service occupations providing food, lodging, and recreation, was limited to preparatory instruction in commercial foods. Seven schools in tourist, urban, and suburban areas of the state served as sites. Five of the seven programs were organized as part of the established home economics programs. Each school gave instruction for two periods daily in commercial foods occupations such as cook's assistant, grill assistant, baker's helper, salad girl, stock boy, waiter or waitress, and bus boy.

Students had supervised work experience in the school lunch program. The majority of the 121 students in the program were 11th graders and of average ability. Five of the seven programs were coeducational. Local teachers served as research associates on the project, developing and collecting references and instructional material both in the schools and in workshops and institutes. Publication of the materials was anticipated during the 1967-68 school year. The cooperative phase of the program was expected to begin in September 1967. Major functions of the project were expected to continue to include teacher education, curriculum and instructional materials development, data collection and analysis, and reporting. The document includes organizational data, suggested program patterns and curriculum content, occupational oportunities in chart form, and lists of project personnel and consultants. (FP)

VT 004 490 ED 017 707
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.

North Carolina State Bd of Educ, Raleigh. Vocat Tech Div.
Pub Date - Sep67
EDRS PRICE MF-$0.50 HC-$2.88 70p.

*CURRICULUM, *PROGRAM GUIDES. *HEALTH OCCUPATIONS EDUCATION. *DENTAL HYGIENISTS, POST SECONDARY EDUCATION, BIBLIOGRAPHIES, COURSE DESCRIPTIONS, EQUIPMENT, PROGRAM DEVELOPMENT,

Developed by teachers in dental hygiene programs, the State Advisory Committee for Dental Auxiliary Education, and representatives of the dental organizations and based upon the experience of three operating dental hygiene programs over a 3-year period, this guide is for administrator and teacher use in developing curriculums in dental hygiene in technical institutes or community colleges. The objectives of the program are to provide opportunities for qualified students to acquire the knowledge and skills needed for effective participation in the dental health team and to encourage optimum development of the student's capabilities as a citizen and as a person. The components are general education, the basic sciences, and specialized courses, offered over a 2-year minimum period. Students should be high school graduates, 17 years or older. The faculty should include dentists and dental hygienists who are qualified for teaching through educational preparation, experience, and personal qualities. Appendixes include a suggested curriculum and references, a sample equipment list, sources of dental training information, regulations pertaining to dental hygienist licensing, a sample licensing examination application, and a list of charter members of the state advisory committee. (JK)

VT 005 268 ED 017 743
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.

Law, Gordon F.
Pub Date - Feb68
EDRS PRICE MF-$0.25 HC-$0.72 16p.

*BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *CURRICULUM DEVELOPMENT, PROGRAMED INSTRUCTION, INDUSTRIAL ARTS, SUMMER INSTITUTES, CONFERENCES, RESEARCH REVIEWS (PUBLICATIONS), *EDUCATIONAL RESEARCH, CURRICULUM, RESEARCH PROJECTS, DEMONSTRATION PROJECTS,

Sixteen research reviews in this issue pertain to curriculum development and instructional materials, one of the major areas of concern identified by the Panel of Consultants on Vocational Education. They are organized under the topics--(1) Curriculum Development Institutes and Laboratories which includes summer institutes on fluid power, conferences on occupational data or educational planning, and career development theory and research for the school curriculum, (2) New Vocational Curriculum Programs which includes vocational agriculture curriculum change, industrial arts curriculum project television instruction, sales skills, groundsman-gardener training, the cluster concept, changes in shorthand, stenography course development, technical education curriculums, and building design seminar, (3) New Forms of Educational Media which includes the relative effectiveness of blocked versus spaced review with programed instruction, and (4) Emerging Programs Beyond High School which includes electronics content analysis and a description of a remedial industrial technology curriculum program for disadvantaged high school students. "Plain Talk," a continuing column by the author, reiterates highlights from the reviews and asks questions relative to shortcomings and directions of occupational education. The bibliography lists 22 related studies which are in progress. This article is published in the "American Vocational Journal," volume 43, number 2, February 1968. (EM)

EMPLOYMENT AND OCCUPATIONS SECTION

VT 000 022 ED 014 266
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.

Orum, Earl
Yuba Coll., Marysville, Calif.
Pub Date - 31Aug65
EDRS PRICE MF-$0.50 HC-$2.68 65p.

*AGRICULTURAL EDUCATION, COMMUNITY COLLEGES, *AGRICULTURAL TECHNICIANS, WELDING, *EDUCATIONAL NEEDS, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL AGRICULTURE, STUDENT ATTITUDES, HIGH SCHOOL STUDENTS, EMPLOYER ATTITUDES, STUDENT INTERESTS, *TECHNICAL EDUCATION, *FEASIBILITY STUDIES, SURVEYS, OCCUPATIONAL SURVEYS, QUESTIONNAIRES, CURRICULUM, EMPLOYMENT OPPORTUNITIES, California,

In a five-county area, 617 high school vocational agriculture students and 6,845 employees of 113 business firms were surveyed to determine the need for technician training and welding instruction at Yuba College. The objectives of the study were (1) to investigate the interests of students in agricultural and welding occupations, (2) to establish a need for persons trained in these occupations, (3) to determine the type of training needed, (4) to develop curriculums for the training, and (5) to obtain information for planning facilitites for implementing the training programs. An advisory committee helped assemble a list of firms to be surveyed and a pilot study was conducted to perfect the survey instrument prior to collection of the data by a full-time interviewer. Some findings were (1) Nearly 70 percent of the students enrolled in job-training courses planned to go to college, 40 percent to a junior college, (2) 969 of 6,845 employees were considered technicians, (3) The firms hired 278 new technicians each year, (4) Most technical positions for qualified persons were considered permanent, (5) Employment prospects for technicians are rising with a tendency to need those with more diversified training, (6) Most firms would prefer to hire persons with some college training, and (7) Present types of training in both company and high schools are lacking in practicality. Most employers expressed the need for work experience as an integral part of the training. There is a definite need for technician training in the Yuba College service area. It was recommended that Yuba College develop technical programs for technician training in nursery and landscaping, agricultural engineering and welding, and agricultural science. The employer survey form and proposed curriculums are included in the appendix. (WB)

VT 000 177 ED 017 621
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.

Morton, J. Brown
Pub Date - May66
DOCUMENT NOT AVAILABLE FROM EDRS. 101p.

*EDUCATIONAL NEEDS, *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, TECHNICAL EDUCATION, *AGRICULTURAL TECHNICIANS, JOB ANALYSIS, EMPLOYER ATTITUDES, JOB SKILLS, SURVEYS, INTERVIEWS, QUESTIONNAIRES,
Oklahoma,

The purpose of this study was to secure information to be used by educators in area vocational schools for developing curriculums for six job titles of the farm implement business requiring post-high school education. The competencies needed by the manager, assistant manager, salesman, partsman, shop foreman, and mechanic were identified. The managers or assistant managers of 30 of the larger farm implement businesses in Oklahoma were interviewed to obtain the degree of competence needed to start in the work of the six job titles. The findings indicated that certain employees of the farm implement business need agricultural training, and that competencies in human relations, salesmanship and customer relations, job applications and interviews, communications, safety, and some competencies in mathematics were highly important for employees. It was recommended that curriculums be developed from this study and that similar studies be made in other areas of agriculture and industry. A bibliography, the interview instrument, and tables of data are included in the appendix. This document is available as 67-7265 for $3.00 on microfilm and for $5.00 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (PA)

VT 000 219   ED 017 623
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia. Executive Report.

Dillon, Roy D. * Cain, Paul S.
Morehead State Univ., Ky. Sch. of Appl. Sciences and Tech
Pub Date - Nov66
EDRS PRICE MF-$0.50 HC-$2.80 68p.

*EMPLOYMENT OPPORTUNITIES, *AGRICULTURAL SKILLS, *EDUCATIONAL NEEDS, *OFF FARM AGRICULTURAL OCCUPATIONS, AGRICULTURAL TECHNICIANS, OCCUPATIONAL SURVEYS, AGRICULTURAL EDUCATION, *OCCUPATIONAL CLUSTERS,
Ohio, Kentucky,

Employment opportunities and agricultural competencies needed by workers in 28 Kentucky and 10 Ohio counties of the Appalachian region were studied (1) to determine the need for post-high school educational programs and procedures for implementing them, and (2) to prepare for establishing and evaluating pilot programs at the high school and post-high school levels. Trained interviewers, using a three-part instrument containing 92 items gathered data in 736 job positions in 267 job titles in 284 agricultural businesses selected by random sampling and stratification techniques from telephone exchange information. Of these, 306 jobs in 126 titles were classified as agricultural, and 67 titles were defined as being at the technician level. Estimates indicated that there were 122,440 workers in the region, of which 11,752 were agricultural workers in 4,531 businesses. At least 500 but not more than 2,400 new agricultural technicians would be needed annually in the region. On-the-job training of technicians was prevalent although employers would rather hire and pay higher wages to trained workers. Factor analysis of data revealed 15 clusters of agriculture and business competencies and 10 groupings of jobs with 3 to 15 common competency requirements. Recommendations concerned ways in which the competency clusters and job groupings should be used in developing curriculums, and the need for developing new vocational and technical programs in Appalachia. This is an abridged version of the final report, ED 010 496. (JM)

VT 000 546 ED 018 538
Occupational Opportunities and Training Needs for Nonfarm Agricultural Jobs in the Metropolitan Areas of Louisiana.

Mondart, C.L. * Curtis, C.M.
Louisiana St. Univ., Baton Rouge. Dep of Vocat Agr Educ.
Vo. Ag. Ed-6.
Pub Date - Feb65
EDRS PRICE MF-$0.50 HC-$4.56 112p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATION, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, OCCUPATIONAL CLUSTERS, METROPOLITAN AREAS, AGRICULTURAL SKILLS, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT STATISTICS, AGRICULTURAL EDUCATION,
Louisiana,

A survey of 1,067 businesses or agencies handling farm products or providing agricultural service in seven metropolitan areas identified present and emerging agricultural occupations other than farming and ranching for which instruction in vocational agriculture should be made available. Data provided employee information for selected occupational families--(1) farm machinery, sales and service, (2) farm supplies and equipment, (3) livestock and poultry, (4) crops, forestry, and soil conservation, (5) ornamental horticulture, (6) wildlife and recreation, (7) farm services, and (8) agricultural services. For each occupational family, descriptions and job titles at the different levels, and employee background and educational requirements are included. Agriculture in the survey areas is a growing segment of the economy. Of the 30,300 employees in the businesses surveyed, 9,087 needed knowledge or skill in agricultural subjects. The greatest number of workers was in (1) occupations dealing with crops and soil conservation, agricultural services, livestock and poultry, and farm supplies and equipment, and in the (2) management, semiskilled, unskilled, and sales levels. Generally, workers were expected to have a high school education and some post-high school training. One of four prospective employees was expected to have a college degree. To achieve its full potential in Louisiana education, vocational agriculture must (1) change its basic purpose to train for employment in the total industry, (2) extend the training to more people and gear it to the labor market, (3) base the training upon the agricultural science, make it a part of the total school program, and include work experiences and a review of the work world, and (4) extend the training to comprehensive high schools and area vocational schools. The survey instrument and a list of job titles are included. (BS)

VT 000 562 ED 018 541
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.

Baker, Richard A.
Auburn Univ., Ala. Dept of Voc, Tech and Practical Arts Ed
Alabama State Dept of Educ, Montgomery. Agr Educ Service
Pub Date - Apr65
EDRS PRICE MF-$0.50 HC-$4.04 99p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PROJECTIONS, VOCATIONAL AGRICULTURE, EMPLOYMENT STATISTICS,
Alabama,

The purpose of the study was to ascertain the nature and extent of off-farm agricultural emloyment opportunities in the State. Business firms, occupations, occupational characteristics, and methods of recruitment were identified. The samples of business firms was selected from 20 sample counties. Interviewers contacted 545 of the 638 firms in the sample of which 87 percent were payroll firms. There were 5,443 agricultural businesses, industries, and services of 18 different types operating in the State. In the firms contacted, 16,983 persons were employed, with 4,204 engaged in off-farm agricultural occupations. The main categories of firms employing most personnel in off-farm agricultural occupations were (1) farm machinery sales and service, (2) cotton processing, sales, and warehousing, and (3) farm supply retail stores. The categories employing the fewest were food processing and distribution, dairy products manufacturers and distributors, meat processing and wholesale, agricultural chemical manufacturers and wholesale, and lumber and wood products. There were 184 different off-farm agricultural occupations. An 8 percent increase in employment opportunity was projected for 5 years hence. Projection of figures from the sample to the state population would place the number of persons employed in off-farm agricultural occupations at 49,447. The study indicated a need for (1) broadening the vocational agriculture program, (2) improving communications between vocational agriculture and employers, (3) instruction to acquaint students with existing employment opportunities, (4) continuing study of opportunities, and (5) more teacher responsibility for placement. (JM)

VT 000 865 ED 017 634
Automation.

Manpower Research Council, Milwaukee, Wis.
MRC-RR-2.
Pub Date - Nov64
EDRS PRICE MF-$0.25 HC-$0.44 9p.

*AUTOMATION, *EMPLOYER ATTITUDES, *EMPLOYMENT, EMLOYMENT PROBLEMS, EMPLOYMENT TRENDS, INDUSTRY, SURVEYS,

The Manpower Research Council, a nonprofit service organization, has as its objective the development of an interchange among the manufacturing and service industries of the United States of information on employment, industrial relations trends and activities, and management problems. A survey of 200 member corporations, employing a total of 824,772 people showed the effects of automation on employment. Findings were--(1) 43 percent believe that automation will increase the total number of jobs within the next 5 years, 28 percent feel it will decrease the number of jobs, and 29 percent feel the number of jobs will remain about the same, (2) 75 percent indicated that automation has added new jobs in their company in the last year, and (3) 28 percent indicated that they are presently short of personnel in job categories specifically related to automation. Major areas in which automation was introduced or extended during the past year were accounting, payroll, record keeping, sales analysis, and material handling. The effect of automation on employees was minimized by normal attrition and training displaced employees for new jobs. (PS)

VT 000 868 ED 013 645
Practical Nursing in Illinois, A Profile.

Tomlinson, Robert M. * and others
Illinois Univ., Urbana. Dept. of Vocat. and Tech. Educ.
Illinois State Board of Voc Educ and Rehabil, Springfield
Pub Date - 67
EDRS PRICE MF-$0.75 HC-$6.96 172p.

HEALTH OCCUPATIONS, HEALTH OCCUPATIONS EDUCATION, *PRACTICAL NURSES, *CERTIFICATION, *EMPLOYMENT, ENROLLMENT TRENDS, *PRACTICAL NURSING, TEACHER SHORTAGE, INIVIDUAL CHARACTERISTICS, HISTORICAL REVIEWS, GEOGRAPHIC DISTRIBUTION,
Illinois,

The first of five reports from a project, "An Integrated, Longitudinal Study of Practical Nursing," describes the nature of the population of licensed practical nurses. A 10 percent sample of all persons who had obtained a practical nurse license was obtained from the Illinois Department of Registration and Education, and a subsample who had been licensed following an educational program and who held licenses in good standing were contacted to ascertain their current status. Findings showed practical nurses to be a stable, recognized, almost fully utilized segment of the health services team. Of all persons who entered practical nurse education programs, approximately 87 percent finished successfully and, of those, 97.4 percent actually obtained licenses to practice. More than 51 percent of the practical nurses were born out-of-state. About 26 percent of all persons licensed during the 1963-65 period were nonwhite. Younger practical nurses had higher educational attainment before training than older ones, but older graduates scored higher on the state board examination. Metropolitan areas had proportionately more and younger practical nurses than rural areas. Recommendations include utilizing attractive descriptions of the occupation to assist informed first career decisions and designing work schedules to accomodate to occasional employment interruptions related to family and children. (JK)

VT 000 871 ED 018 549
Industry Wage Survey--Banking, November-December 1964.

Bureau of Labor Statistics (DOL), Washington, D.C.
BLS-1466
Pub Date - Nov65
EDRS PRICE MF-$0.25 HC-$1.72 41p.

*OCCUPATIONAL SURVEYS, *WAGES, *NATIONAL SURVEYS, *BANKING, OFFICE OCCUPATIONS, FRINGE BENEFITS, SEX (CHARACTERISTICS), CLERICAL OCCUPATIONS,

The results of a survey of wages and supplementary practices in the banking industry covering 27 Standard Metropolitan Statistical Areas as of November-December 1964 are summarized. Bureau field economists, in personal visits, studied 458 of 1,286 banks employing 20 or more workers. The average weekly salaries of workers in selected nonsupervisory office occupations were generally highest in the San Francisco, Oakland, and Chicago areas and lowest in the Providence, Pawtucket, St. Louis, and Louisville areas. Women accounted for three- to four-fifths of the nonsupervisory office workers in all areas except New York, where 45 percent of the employees were men. Among the women's jobs studied, secretaries were the highest paid. Their average pay ranged from $100 a week in the San Francisco-Oakland, Los Angeles-Long Beach, Milwaukee, and New

York Areas to approximately $82 in the Providence-Pawtucket, Baltimore, Memphis, and Louisville Areas. Averages for routine file clerks, usually the lowest paid job studied, ranged from $66.50 a week in the San Francisco-Oakland area to $52.50 in the Minneapolis-St. Paul area. Men's average wages were higher than women's in the same occupational classifications in most instances where comparisons were possible. Paid vacations and holidays were provided for the majority of employees. Life, hospitalization, surgical and medical insurance benefits were common. In 19 areas, a majority of employees were on a 40-hour schedule. Shorter schedules were the rule in the other areas. This document is available for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 000 896 ED 017 636
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.

Judge, Homer V.
Massachusetts State Dept of Educ, Boston. Div of Vocat Ed
Pub Date - Jun65
EDRS PRICE MF-$0.25 HC-$2.24 54p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT QUALIFICATIONS, *AGRICULTURAL SKILLS, *EDUCATIONAL NEEDS, EMPLOYER ATTITUDES, SURVEYS, QUESTIONNAIRES, EMPLOYMENT STATISTICS,
Massachusetts,

The changing nature and purposes of vocational education in agriculture prompted this study of occupations in off-farm agriculture. Objectives were to develop information in regard to employment opportunities, required competencies, and vocational education needs for job entry and advancement. Representing a 10 percent random sample of each of 13 occupational groups in five geographical areas in the state, 378 employers were interviewed by teachers, teacher-trainees, and graduate students using two interview schedules. Findings were--(1) 20,275, or 63 percent, of the 25,509 full-time occupational workers needed agricultural competency, (2) over one-half of the firms had sales, and 14 percent had service as their principal function, (3) Nearly one-half of the firms employed high school graduates, and 60.3 percent would be willing to cooperate in high school training programs, (4) most of the employers expressed a need for training program changes, (5) The three largest areas of off-farm agricultural employment were horticulture, hardware and farm equipment and supply, and food distribution and processing, (6) Most employers expressed no preference as to employee's residential background, and (7) Most employers preferred that employees graduate from high school. Recommendations for program changes are included. (JM)

VT 000 901 ED 017 637
Mathematical Expectations of Technicians in Michigan Industries, A Special Vocational Education Research Project.

Laws, Norman G.
Michigan St Dep of Public Instr, Lansing. Div of Vocat Ed
Pub Date - Jul66
EDRS PRICE MF-$0.50 HC-$2.48 60p.

*SUBPROFESSIONALS, *MATHEMATICS, QUESTIONNAIRES, EMPLOYMENT QUALIFICATIONS, SURVEYS, *EDUCATIONAL NEEDS, INDUSTRY, INTERVIEWS, Michigan,

Objectives of this study were to determine the fundamentals of mathematics and common mathematics skills needed by technicians and to determine if these fundamentals and skills should be taught before employment or as related activities after employment. A pilot survey was made in Detroit to validate the research instruments. The population was 71 companies, selected on the basis of "best practice" and "most promise" which employed 23,062 technicians. Reresentatives of each company were interviewed to ascertain the types of technicians employed and their mathematics needs. The respondents indicated on a checklist the mathematics fundamentals they considered essential, desirable, or not needed. It was established that skills in arithmetic, algebra, geometry, and trigonometry (through right angles) were needed by all classifications of technicians. Other findings were--(1) Preparation prior to employment was desired by 27 percent of the supervisors, (2) 2.8 percent of the companies offered training courses, (3) 87 percent of the companies had tuition subsidy plans, and (4) 65 percent predicted that, by 1977, statistics, computer language, and calculus would be required of many technicians. Tabular data show the mathematics fundamentals and skills needed for all the technician classifications studied. (EM)

VT 001 010
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.

Massachusetts State Dept. of Educ, Boston. Div of Vocat Ed
Pub-271
Pub Date - 1Mar63
MF AVAILABLE IN VT-ERIC SET. 36p.

*GRADUATE SURVEYS, *GRADUATES, *VOCATIONAL FOLLOWUP, *VOCATIONAL SCHOOLS, *TRADE AND INDUSTRIAL EDUCATION, HEALTH OCCUPATIONS EDUCATION, COOPERATIVE EDUCATION, JOB PLACEMENT, WAGES, Massachusetts,

The report was compiled from statistics submitted by directors of 92 local schools offering 348 vocational courses. Of 3,315 graduates, (1) 137 continued training in full-time school, (2) 445 entered the armed services, (3) 2,733 were available for employment, (4) 2,420 or 89 percent were employed in the trade trained for or in a related field, (5) 256 were employed in an occupation not related to trade trained for, (6) $1.50 was the median hourly wage, (7) 37 were unemployed, and (8) 20 were unaccounted for. Tables showing total graduate placement and placement by both schools and trades for all-day trade and industrial, part-time cooperative, practical nursing, and area vocational schools. (MM)

VT 001 024
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1964.

Massachusetts State Dept of Educ, Boston. Div of Vocat Ed
Pub-271
Pub Date - 1May65
MF AVAILABLE IN VT-ERIC SET. 35p.

VT 001 202 ED 017 644
A Study of Non-Farm Agricultural Occupations in Kansas.

Kansas State Board for Vocational Education, Topeka
Kansas State Univ., Manhattan, Sch. of Education.
Pub Date - 63
EDRS PRICE MF-$0.25 HC-$1.16 27p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, *AGRICULTURAL SKILLS, *EMPLOYMENT QUALIFICATIONS, *EDUCATIONAL NEEDS, SURVEYS, EMPLOYER ATTITUDES, EMPLOYMENT PROJECTIONS, JOB ANALYSIS,

To assist in developing educational programs for off-farm agricultural occupations, a study was conducted to identify occupations which were emerging and developing, decreasing in importance, and in need of employees with special training. A stratified random sample of 495 agricultural businesses was interviewed by a trained team using an interview schedule. It was estimated that 2,823 new employees would be needed in the next five years to accomodate business growth, and 1,475 employees would be needed to accomodate both growth and turnover. Employers divided essential duties of employees into working with (1) people outside the firm, (2) fellow personnel, (3) production, products, materials, or service, (4) equipment, tools, supplies, and instruments, and (5) business problems. Specific skills were identified for each area. Agricultural subjects most frequently selected as needed were--(1) General Agricultural Knowledge, (2) Salesmanship, (3) Tractor, Power Units, and Mechanics, (4) Soils and Crops, and (5) Agricultural Chemicals. Conclusions were--(1) There is need for employees in agricultural businesses, (2) Employers favored a plan of training for employees, the training to be done by an agency outside of their own companies, and (3) Guidelines for planning training programs were difficult to isolate. (JM)

VT 001 207 ED 018 561
The Employment Situation of White and Negro Youth in the City of Baltimore, Initial Experiences on the Labor Market. Interim Report-1.

Levenson, Bernard * Meyers, Edmund D., Jr.
Columbia Univ., New York. Bur. of Appl. Soc. Res.
Pub Date - Apr63
EDRS PRICE MF-$0.50 HC-$2.68 65p.

*NEGROES, *INCOME, *EMPLOYMENT EXPERIENCE, EMPLOYMENT OPPORTUNITIES, *HIGH SCHOOL GRADUATES, YOUTH, TRADE AND INDUSTRIAL EDUCATION, SEX (CHARACTERISTICS), RACIAL CHARACTERISTICS, *VOCATIONAL HIGH SCHOOLS,
Baltimore, Maryland,

To reveal some of the factors and trends behind inequalities in employment, the Equal Opportunity Commission of Baltimore enlisted the aid of the Department of Social Relations at Johns Hopkins University to carry out a systematic study of employment opportunities of Negroes and whites in Baltimore. Some of the questions to be answered were--(1) Do Negroes and whites with comparable education receive comparable jobs, and (2) When Negroes are employed in comparable jobs, do they receive comparable earnings. The report is based on the social security record of

1,044 graduates who represent a random sample comprising approximately 60 percent of the total group of high school graduates who completed courses in 12 trades offered at both Mergenthaler and Carver High Schools during June 1956 to June 1960. Some conclusions were--(1) Whites earned far more than the Negroes (first year employment for whites was $50 per week while for Negroes it was $11 per week), (2) The Negro males earned more than the Negro females, (3) Differences in earnings stemmed from differences in employment rates, for the most part, and (4) Differences in employment did not abruptly start at graduation, but continued a pattern that was well under way at graduation. It was recommended that the sources of the differentials in female and male employment experienced by the Carver and Mergenthaler graduates receive a high research priority. (SL)

VT 001 331   ED 018 563
Selected Entry Office Jobs for the High School Student, Report of Conferences with Government, Business and Industry.

California State Dep of Educ, Sacramento. Bur of Bus Educ
Pub Date -   Jul65
EDRS PRICE MF-$0.50 HC-$2.68   65p.

*JOB ANALYSIS, CONFERENCES, OCCUPATIONAL INFORMATION, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, *EDUCATIONAL NEEDS, OFFICE OCCUPATIONS EDUCATION, *STENOGRAPHERS, *TYPISTS, *CLERICAL WORKERS, ENTRY WORKERS, SURVEYS, EMPLOYER ATTITUDES,

Fifty-three representatives from government, business, and industry participated in three conferences to discuss present and future opportunities for high school students in office occupations and to review a synthesis of entry requirements for office jobs for high school students. The synthesis, made by the Bureau of Business Education, utilized results of two procedures--(1) job descriptions for stenographers, clerk-typists, and general office clerks were gathered from the state personnel board, other governmental agencies, and business and industry, and (2) The descriptions were analyzed to determine the knowledge and abilities needed, duties performed, personality traits and attitudes needed, work habits and grooming desired, and speed requirements in shorthand and typewriting. Summaries of remarks by Wesley Smith and R.C. Wagenen and comments of conferees on (1) job opportunities in entry office jobs, (2) application blanks, job interviews, requirements, and preparation, and (3) personality traits, attitudes, work habits, and grooming are included. Conference participants agreed that there were job opportunities for high school students in entry office jobs and that the Bureau's synthesis of job descriptions was very complete. Observations, recommendations, and plans of the Bureau concerned the need for fundamentals, curriculum improvement, job-oriented course sequences, specific courses, tests, standards, advisory committees, and additional workshops. The job descriptions are included. (PS)

VT 001 362   ED 018 567
Survey of Information on Vocational and Technical Education in the State of Illinois. Final Report.

Corplan Associates, Chicago, Ill. Technology Center
CA-Q-6024
Illinois Res. and Develop. Coordinating Unit, Springfield.

Pub Date - Nov66
EDRS PRICE MF-$0.50 HC-$4.20 103p.

*VOCATIONAL EDUCATION, SURVEYS, *EMPLOYMENT TRENDS, *LABOR FORCE, RESEARCH NEEDS, TECHNICAL EDUCATION, EMPLOYMENT QUALIFICATIONS, *EDUCATIONAL NEEDS, *OCCUPATIONAL INFORMATION, TECHNOLOGICAL ADVANCEMENT, EDUCATIONAL PLANNING, EMPLOYMENT PROJECTIONS, INDUSTRY,
Illinois,

The basic objective of the survey was to gather information helpful in planning and developing vocational and technical education primarily within the public school system. Occupational needs were identified from forecasts of changes in current occupations, an analysis of the implications of scientific and technological developments, and discussions with educators, businessmen, government officials, union officers, scientists, and engineers. Sample job descriptions, as the basis for determining the vocational skills and experiences required for successful job performance, presented the employment outlook, occupational skill requirements, and implications for program planning for nine key industries--primary metals, health services, printing and publishing, electronics and electrical equipment, agri-business, food processing, chemical process, metal working, and office. It was concluded that (1) future skill requirements of most emerging, expanding, and changing occupations will require formal education in one or more of four core curriculums, (2) programs to train electronics and health industry personnel should receive high planning priority, (3) improved laboratory facilities should be added to secondary schools, (4) practical English communication and terminology courses would eliminate a key failure of vocational education graduates, and (5) additional research must be undertaken on subjects such as region-by-region studies of the size and nature of industrial plants, and manpower needs for farm-related occupations. (SL)

VT 001 410 ED 017 652
Agricultural Occupations Other Than Farming in Missouri.

Griffith, Warren L.
Missouri State Dept of Educ, Jefferson City. Agr Ed Sect.
Missouri Univ., Columbia. Dept. of Agricultural Educ.
Pub Date - 64
EDRS PRICE MF-$0.25 HC-$1.28 30p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT TRENDS, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT STATISTICS, EMPLOYMENT OPPORTUNITIES, EMPLOYERS,
Missouri,

The objectives of this study were to--(1) identify present and emerging off-farm agricultural occupations, (2) determine employment trends, (3) relate types of occupations to state regions, (4) determine characteristics of these occupations, and (5) determine characteristics of agricultural businesses. A survey of 3,315 firms in rural areas of the state by 220 vocational agricultural teachers reveals that 60 percent of the 33,314 employees were agriculturally oriented. Almost one-half of the firms were farm supply and equipment businesses. Other prevalent types were farm machinery, livestock, and poultry firms. The majority of the firms had been in business over 15 years, employed 5 or fewer employees, and would be willing to hire selected high school students for supervised work experience. Employers indicated the need for 4,624 additional employees in the next five years. Employers preferred that their employees have a high school education, a farm background, and a minimum age of 18 to 26. This study is phase I of a four phase statewide study in which intensive county and metropolitan area surveys as well as depth studies of occupational needs will be conducted. (JM)

VT 001 414 ED 018 573
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

Binkley, Harold
Kentucky Univ., Lexington. Dept. of Agricultural Educ.
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$1.48 35p.

*AGRICULTURAL SKILLS, *BUSINESS SKILLS, VOCATIONAL AGRICULTURE, *AGRICULTURAL OCCUPATIONS, EMPLOYER ATTITUDES, SURVEYS, *EDUCATIONAL NEEDS,

As a basis for establishing four pilot programs in off-farm agricultural occupations, competencies needed by employees in agricultural supply businesses were determined by a survey of 90 employees in 65 businesses in Kentucky. The competencies were grouped by understandings, knowledge, and abilities. Of 251 competencies surveyed in the six major areas of feeds, seeds, fertilizers, agricultural chemicals, business and general competencies, 146 or 60 percent were rated by 70 percent or more of the manager and assistant manager interviewees as being "very helpful." Class instruction should be geared to the competencies needed for successful employment and to occupational experience to develop these competencies. Tables provide specific competency ratings for each of the six areas. Interview instruments are included. (JM)

VT 001 453 ED 018 578
The Need for In-School Business Data Processing Program.

Cook, Fred S.
Wayne State Univ., Detroit, Mich.
Pub Date - Jun66
EDRS PRICE MF-$0.50 HC-$3.08 75p.

*DATA PROCESSING OCCUPATIONS, *EDUCATIONAL NEEDS, *EMPLOYMENT PROJECTIONS, EMPLOYER ATTITUDES, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PRACTICES, EMPLOYMENT QUALIFICATIONS, INTERVIEWS, SURVEYS, HIGH SCHOOLS, QUESTIONNAIRES,
Michigan,

Two studies, conducted simultaneously in Wayne, Oakland, and Macomb counties, Michigan, to determine the current and projected status of employment in data processing installations and the need for in-school training programs, were identical except that one used paid, professional interviewers, and the other used amateur interviewers to collect data in 212 companies. Some findings were--(1) Amateur interviewers collected as reliable data as professional interviewers, (2) There were an estimated 424 data processing installations with 10,740 employees of which 60 percent were key punch and machine operators, (3) An estimated 3,578 additional personnel were to be hired in 1965 and 1966 as replacements and additions in existing installations, (4) Approximately 67 percent of all data processing personnel had no previous training in data processing at the time they were hired, and (5) A high school education is sufficient for entry into a data processing position. It was recommended that one or more Michigan teacher training institutions be encouraged to prepare data processing teachers, high schools be assisted through vocational education funds to prepare graduates to enter these emerging occupations, and this study be replicated annually. The interview instruments and statistical data for number of installations, projection of employment trends, educational requirement by job titles, and respondent preferences for institutions providing training are included. (PS)

VT 002 352   ED 016 062
Occuations in Electronic Computing Systems.

Employment Service, Washington, D.C.
Pub Date - Jul65
DOCUMENT NOT AVAILABLE FROM EDRS.   81p.

*OCCUPATIONAL INFORMATION, *ELECTRONIC DATA PROCESSING, *DATA PROCESSING OCCUPATIONS, JOB ANALYSIS, *EMPLOYMENT QUALIFICATIONS, JOB SKILLS, BIBLIOGRAPHIES,

Occupational information for use in the placement and counseling services of the affiliated State Employment Services is presented in this brochure, esentially an updating of "Occupations in Electronic Data-Processing Systems," published in 1959. Job analyses provided the primary source of data, but additional information and data were obtained from periodicals and publications and from discussions with experts in the various phases of electronic computing. Because the data reflect the occupational situations as they exist in varied locations and establishments, the descriptions are composites of jobs and may not coincide exactly with any job in a specific organization. Each of the 23 job descriptions gives (1) occupational definition, (2) education, training, and experience, and (3) special characteristics, such as aptitudes, interests, temperaments, and physical activities and environmental conditions. A glossary of technical terms gives detail to provide an understanding of terms used in the job descriptions. The selected bibliograhy is sufficiently diverse to provide a general knowledge of the technical aspects of the field. This document is available as L7.2--EL2/965 for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (HC)

VT 002 385   ED 014 555
Technology and Manpower in the Health Service Industry, 1965-75.

Sturm, Herman M.
Manpower Administration (DOL), Washington, D.C.
Manpower Research Bull-14
Pub Date - May67
EDRS PRICE MF-$0.50 HC-$4.68   115p.

OCCUPATIONAL SURVEYS, *HEALTH OCCUPATIONS, EMPLOYMENT STATISTICS, EMPLOYMENT PROJECTIONS, *TECHNOLOGICAL ADVANCEMENT, EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT TRENDS, *HEALTH SERVICES, EXPENDITURES, Based upon published sources and interviews with experts, the study looks toward probable changes in the size and job content of key health occupations to point out problems and opportunities in developing programs and policies. Some factors affecting health manpower are (1) developments in diagnosis and patient care, including automated clinical laboratory equipment, improved surgical techniques and equipment, and the use of the electronic computer in diagnosis, (2) hospital information handling, especially the application of the electronic computer, (3) improvement in hospital supplies and services, including the use of disposable items and improved materials handling equipment, and (4) improvements in the management and structural design of health facilities for better utilization of personnel, equipment, and space. In general, changing technology will affect health manpower gradually. Laborsaving innovations will probably neither cause workers to lose their jobs nor alleviate health manpower shortages. Content of health jobs will change, and new jobs will appear as new equipment and techniques are introduced, but the demands for workers with new skills will probably not outstrip the capacity for training them under widely recommended long-range plans. Anticipated employment growth from 1965 to 1975 is 75 percent for X-ray technicians, 60 percent for medical laboratory personnel, 55 percent for rehabilitation and other technicians, and more than 40 percent for nursing ersonnel. Recommended are the removal of wage and employment condition inequities to attract already qualified persons back to employment, the expansion of government and private training programs, and better coordination between government and private agencies in dealing with health manpower shortages. This document is available from Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210. (JK)

VT 002 849
Job Training for the Mature Woman Entering or Reentering the Labor Force.

Bookman, Celia
Canada Dept. of Labour, Ottawa (Ontario). Women's Bureau
Pub Date - 1Dec64
MF AVAILABLE IN VT-ERIC SET. 41p.

*ADULT VOCATIONAL EDUCATION, *OCCUPATIONAL INFORMATION, OFFICE OCCUPATIONS, *FEMALES, *ON THE JOB TRAINING, EMPLOYMENT OPPORTUNITIES, CORRESPONDENCE COURSES, HEALTH OCCUPATIONS, SALES OCCUPATIONS, EMPLOYMENT QUALIFICATIONS, SERVICE OCCUPATIONS, Canada,

The purpose of the booklet is to suggest some opportunities for training in occupations that may offer employment to women. On-the-job or inservice training, vestibule training, preemployment vocational training, and correspondence courses are described, with addresses of educational facilities offering them listed. Job descriptions, training requirements, and sources of additional information are provided for the following occupations--(1) cashier, (2) dental assistant, (3) food service supervisor in a hospital, (4) hairdresser, (5) medical laboratory technologist, (6) medical record librarian, (7) nursing assistant, (8) occupational therapist, (9) occupational therapy assistant in the mental health field, (10) office worker, (11) radiological or x-ray technician, (12) power sewing machine operator, (13) real estate agent, (14) salesclerk, (15) seamstress, (16) teacher, (17) visiting homemaker, (18) waitress, and (19) writer. Descriptions and sources of information are also given for new projects in adult training in nursing, small business management, teacher education, welfare services, banking, souvenir craft manufacturing, and tourist resort services. (FP)

VT 002 881 ED 016 797
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

Heady, Earl O. * Arcus, Peter
Iowa State Univ. of Science and Tech., Ames
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$1.12 26p.

*EDUCATIONAL NEEDS, *AGRICULTURAL EDUCATION, *AGRICULTURE, *EMPLOYMENT PROJECTIONS, *MATHEMATICAL MODELS, EMPLOYMENT PATTERNS, GEOGRAPHIC REGIONS, FARM OCCUPATIONS,

The purpose of this study is to estimate the manpower requirements for the nation for 144 regions the types of skills and work abilities required by agriculture in the next 15 years, and the types and amounts of education needed. The quantitative analysis is being made by methods apropriate to the phases of the study--(1) interrelations among regions, commodities, and sectors, determined by input-output model application, (2) specifications for each region and its products by the development and application of a mathematical programing model, (3) estimation of manpower requirements for different classes of workers by estimation of time-series regression equations, (4) estimation of migration from farms, (5) measure of marginal productivity of vocational and technical education by the derivation of functions including variables representing types and amounts of training, and (6) conversion of estimates into manpower needs and training requirements by use of general quantitative analysis. Important progress has been made on four phases of the study and allows specifications of the future structure of agriculture and labor demand by regions. Present projections show an eventual domination of agriculture by two- and three-man forms, with a manager and one or two permanent hired personnel, who will require different kinds of vocational agriculture training. For the projected large-scale specialized unit in particular sectors of agriculture, the required larger forces of more typical labor and supervisory and management personnel may be best trained by intensive short courses. Preliminary findings indicate the potential usefulness of these analysis methods for other vocational and technical education needs. Further progress on estimates and projections for agriculture will be contingent on the collection of sufficient data. This report appears in "Appendix of Final Research Reports for Project in Research and Development in Vocational and Technical Education, Non-Metropolitan Areas" (ED 011 069) which supplements VT 001 546. (JM)

VT 002 910 ED 017 669
A Directory of Community Wage Surveys, 1948-June 1965.

Bureau of Labor Statistics, Washington, D.C.
Pub Date - Sep65
EDRS PRICE MF-$0.25 HC-$1.60 38p

*BIBLIOGRAPHIES, *OCCUPATIONAL SURVEYS, *LABOR FORCE, *COMMUNITY SURVEYS, *WAGES, NATIONAL SURVEYS, FEDERAL GOVERNMENT, STATISTICAL SURVEYS,

In 1948 the Bureau of Labor Statistics instituted a program of surveys in which occupations common to a variety of manufacturing and nonmanufacturing industries were studied on a communitywide basis. The earlier studies were limited to office workers but were expanded by 1951 to include professional and technical, maintenance and power plant, and custodial and material movement occupations for 11 areas. Since 1961 it has included 82 areas. This directory lists all of the publications, with the exception of office clerical reports, which have emanated from this program to date. Individual area reports are listed by state, by metropolitan area and period covered, with bulletin number and price. Comprehensive bulletins covering the areas that were studied for each of the years, 1951-52 through 1963-64, are listed and provide data and analyses on levels and trends of occupational earnings, as well as on establishment practices and supplementary wage provisions. Related analytical articles that appeared in the "Monthly Labor Review" from 1948 through 1963-64 are also listed. (PS)

VT 003 036
Adult Education -- Preparation for Employment.

Spitze, Hazel Taylor
Pub Date - 65
MF AVAILABLE IN VT-ERIC SET. 8p.

*OCCUPATIONAL HOME ECONOMICS, *ADULT VOCATIONAL EDUCATION, HOMEMAKING EDUCATION, SERVICE OCCUPATIONS, *HOME ECONOMICS SKILLS, NATIONAL SURVEYS,

Information on programs preparing adults for employment in home-economics related occupations came from 18 states and Puerto Rico. Because they believe preparation for employment is more than teaching a specific job skill, some educational institutions utilized courses in home management to prepare women for the dual role of homemaker and employee. Others separated vocational and family living preparation into two distinct facets of their program. Often programs designed to improve homemaking skills or provide avocational interests such as ceramics, furniture refinishing, custom tailoring, knitting, interior decoration, or cake decorating produced industrial workers or part-time employees who worked in the home to add to their income. The occupation training mentioned most often was for Homemaker Service in which the employee serves as a substitute for a homemaker who is ill or otherwise unable to perform her usual tasks. Other training being offered was for child-care aides, food service workers, institutional aides (hotel and motel housekeeping), nursing assistants, clothing alteration employees, and upholsterers. Two programs training for both homemaking and employment worked with mothers receiving Aid to Dependent Children and Public Aid. In some programs efforts were being made to dignify positions by adding titles, uniforms, certificates to show course preparation, and badges. A list of the occupations reported, persons and places from which the reports have come, and page numbers are included. This article is published in the "Illinois Teacher of Home Economics," Volume 8, Number 5. (F)

VT 003 226
Manpower Requirements in Indiana Hospitals.

Indiana Empl Secur Div, Indianapolis. Res and Stat Sect.
Pub Date - Jul67
MF AVAILABLE IN VT-ERIC SET. 13p.

*EMPLOYMENT TRENDS, *EMPLOYMENT OPPORTUNITIES, *HOSPITALS, *HEALTH OCCUPATIONS, EMPLOYMENT STATISTICS,
Indiana,

The inventory and projection of occupational needs is based on--U.S. Census Bureau data for 1960, a 1966 survey conducted by the American Hospital Association and the Public Health Service, a study of hospital needs in the greater Indianapolis area, and Indiana Manpower Trends to 1965, by Martin Heller. In projecting needs, the following assumptions were made--(1) Economic conditions will permit staffing increases to allow for optimum patient care, (2) Hospital care needs will grow in direct relation to anticipated population growth, and (3) Occupational structure of hospital staffing patterns will remain stable. Projections indicate that (1) Total staff requirements will increase from the actual staffing figure of 49,084 in 1966 to 54,908 by the end of 1967, to 57,145 in 1970, and 61,490 in 1975, (2) 40,864 of the 61,490 jobs projected for 1975 will be professional or technical positions requiring some specialized training, (3) The greatest need will be for registered nurses, an increase from the actual staffing figure of 8,781 in 1966 to 11,866 in 1975, (4) Substantial increases will also be required for licensed practical nurses, the category of "aides, orderlies, and attendants," psychiatric aides, and medical technologists, and (5) In the nonprofessional group of occupations, food service workers and secretarial-clerical workers will be in considerable demand. (JK)

VT 003 260 ED 015 263
National Vocational-Technical Education Seminar on Occupational Mobility and Migration. Center Seminar and Conference Report, no. 2.

Beard, H. G.
North Carolina State Univ, Raleigh. Center for Occup Ed.
Pub Date - 66
EDRS PRICE MF-$1.00 HC-$9.84 244p.

*SOCIAL MOBILITY, *MIGRATION PATTERNS, *LABOR FORCE, EMPLOYMENT PATTERNS, EDUCATIONAL NEEDS, EMPLOYMENT TRENDS, *VOCATIONAL EDUCATION, ACADEMIC ACHIEVEMENT, ENROLLMENT RATE, OCCUPATIONS, UNEMPLOYMENT, ANNOTATED BIBLIOGRAPHIES, BIBLIOGRAPHIES, TECHNICAL EDUCATION, CONFERENCES, NATIONAL DEMOGRAPHY, *OCCUPATIONAL MOBILITY, EMPLOYMENT PROJECTIONS, SOCIOECONOMIC STATUS, OCCUPATIONAL CHOICE,

Thirty-three state-level leaders with research responsibilities in vocational-technical education from 23 states and territories attended the seminar which had the objectives to -- (1) secure a better understanding of the problems and decisions facing educational policymakers, program planners, administrators, and teachers, (2) develop a conceptual framework for studying socioeconomic mobility, (3) develop an understanding of the status of research in labor supply and demand, migration, and socioeconomic mobility, (4) become acquainted with appropriate research rationales, designs, and methodologies, (5) identify problem areas for research, (6) identify specific researchable problems, (7) acquire an understanding of the resources available relative to research in occupational mobility and migration, and (8) develop lines of communication to exploit available resources to conduct research and to disseminate research findings. Papers presented were (1) "Manpower Adjustments and Occupational Education," by E. Walton Jones, (2) "Manpower Supply in the United States," by Howard Rosen, (3) "Manpower Requirements by Industry and Occupations," by Sol Swerdloff, (4) "Differentials in Spatial Mobility," by Everett S. Lee and G. Putnam Barber, (5) "The Social-Psychological Dimensions of Occupational Mobility," by William P. Kuvlesky, and (6) "Understanding Social Mobility," by Selz C. Mayo. Each paper was the basis for discussion by a work group. Reports of these discussions are presented. The appendix contains the seminar program and a bibliography on manpower supply and demand. (EM)

VT 003 300   ED 016 810
Education and Vocational Training of TEC Claimants.

Indiana Empl Secur Div, Indianapolis. Res and Stat Sect.
Pub Date - Aug63
EDRS PRICE MF-$0.25 HC-$1.08 25p.

*VOCATIONAL EDUCATION, *UNEMPLOYED, OCCUPATIONS, *UNEMPLOYMENT INSURANCE, UNEMPLOYMENT, *EDUCATIONAL BACKGROUND, INDIVIDUAL CHARACTERISTICS, AGE, FAMILY STATUS, SEX (CHARACTERISTICS), Indiana,

To collect information concerning the personal characteristics, family status, education and vocational training, work history, and unemployment experience of temporary extended unemployment compensation (TEC) claimants in Indiana, a questionnaire-interview was administered to a 5 percent sample of persons filing claims during 3 selected weeks, September 18-23, 1961, January 15-20, 1962, and April 16-21, 1962. A high proportion of long duration claimants and pensioners was represented. Primary earners and married secondary earners accounted for 70 percent of all claimants. The claimants had considerably less formal education than the state's resident population, only one-third having finished high school. One-fourth of the male claimants compared to almost one-half of the women claimants finished high school, but over 90 percent of the claimants under age 25 attended high school. For both men and women, one claimant in six had some vocational training. Three-fourths of the men had been trained in industrial or service occupations and the same proportion of the women in clerical occupations. Young men seemed to be the group most receptive to vocational training and to have trained in fields generally thought to have the most promise in the future. There was a definite association between length of schooling and work patterns. Claimants, particularly women, with the least schooling generally tended to have experienced the most unemployment in the past 3 years. (WB)

VT 003 431   ED 014 020
A Study of the Registered Apprenticeship Program in Wisconsin.

Rajan, G. Soundara
Wisconsin Univ., Madison. Ctr for Stud in Voc Tech Ed.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET. 300p.

*APPRENTICESHIPS, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, ADULT VOCATIONAL EDUCATION, PROGRAM IMPROVEMENT, *SKILLED OCCUPATIONS, LABOR UNIONS, SURVEYS, STUDENT ATTITUDES, EMPLOYER ATTITUDES, STATE LAWS, DROPOUT ATTITUDES, EMPLOYERS, VOCATIONAL SCHOOLS, ADVISORY COMMITTEES, GOVERNMENT ROLE,
Wisconsin,

In the apprenticeship program started in 1911 new registrations rose steadily until 1925 and thereafter declined. From 1934 to 1946, the trend was again upward, but since then, new registrations have shown an overall decline. To elicit opinions about the program in general and its recent decline in particular, questionnaires were sent to 720 current apprentices, 269 apprentice program dropouts, and 457 employers in building, metal, and miscellaneous trades in 6 cities. Apprentices suggested improvement in related instruction and shop training, higher wages and lower union dues, better relations with particiating agencies, and shorter apprenticeships. The major reason given by dropouts for noncompletion were dissatisfaction with the work and working conditions, employer bankruptcy and layoff, and low wages, The employers' reasons for not training more apprentices centered around business conditions, such as automation and lack of facilities, journeyman-apprentice ratio restrictions of the unions, and high costs. Some recommendations were for more effective functioning of the Apprentice Division field supervisor, standards for government work contracts and tax rebates related to apprentice training, more responsible functioning of joint apprenticeship committees, cooperative activity to protect against layoffs and apprenticeship cancellation due to business liquidation, loan funds available to to aprentices, a study of apprentice wages, the opportunity for freer expression of apprentice views, preapprentice training, a study of lengths of training periods, and a broader functioning of the Apprenticeship Division in terms of training provisions and research. This document is available for $2.00 from The Center for Studies in Vocational and Technical Education, Social Science Building, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53706. (JK)

VT 003 522 ED 016 818
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

Morsch, William C.
National Ctr for Educ Statistics (DHEW), Washington, D.C.
Technical Note-7
Pub Date - 18Nov66
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*EMPLOYMENT PROJECTIONS, *VOCATIONAL EDUCATION, *EDUCATIONAL PLANNING, *OCCUPATIONAL CLUSTERS, METHODOLOGY, *EDUCATIONAL NEEDS, STATISTICAL ANALYSIS, EMPLOYMENT TRENDS, STATE PROGRAMS, METROPOLITAN AREAS,

The objective of the Occupational-Educational Requirements Projection System is to provide long-range (10-year) projections of educational needs based on anticipated levels of industrial employment. The system will be used by the Bureau of Adult and Vocational Education and the Bureau of Higher Education in selecting programs to be developed or phased out. As a basis for projecting educational needs, phase one of the program will use employment projections for occupational areas where agricultural, distributive, health occupations, home economics, office occupations, technical, and trade and industrial education would have equipped persons for jobs. These employment projections, prepared by the National Planning Association, are by state and 82 separate metropolitan regions for the years 1970 and 1975. Metropolitan areas within a state will be used as educational planning areas and the remainder of the state as separate planning area. Employment projections will be allocated among occupations according to coefficients produced from the 1960 census. For educational planning purposes, these employment requirements must be converted to educational equivalents. This is to be done with a conversion matrix which will match each census occupation to a standardized educational category. A continuing liaison with the Bureaus of Adult and Vocational and Higher Education is planned to insure that the system will be responsive to their operating requirements. (HC)

VT 003 822 MP 000 242
Research on the Measurement of Job Vacancies for Domestic Workers, A Report Based on a Survey of the Charleston, S.C., Standard Metropolitan Statistical Area.

Swanson, Donald F.
South Carolina Univ, Columbia. Bur of Bus and Econ Res.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.44 36p.

*EMPLOYMENT OPPORTUNITIES, *DOMESTIC WORKERS, *OCCUPATIONAL SURVEYS, *MEASUREMENT TECHNIQUES, QUESTIONNAIRES,
Charleston, South Carolina,

The objectives of this study were to (1) determine the feasibility of measuring job vacancies for domestic workers in a Standard Metropolitan Statistical Area by use of a mailed questionnaire assisted by a telephone followup, and (2) obtain a current measure of the number of households in the Charleston, South Carolina, area with job vacancies for domestic workers. Questionnaires were mailed to 1,774 households, which included 1,445 households selected from telephone directories by a skip interval of 40 and 329 households selected from the closed job order file for domestics of the Charleston State Employment Service Office. The percentage of response by mailed return for households selected from the telephone directories was 35.9 and increased to 83.5 after telephone followup. The percentage of response by mailed return for households selected from the job-order file was 28.3 and increased to 72.0 after telephone followup. Results of the study indicate that a very high response rate can be obtained from a survey based upon a mailed questionnaire assisted by a telephone followup. Tabular data are presented for job vacancies for domestic workers in the Charleston area. (PS)

VT 003 848 ED 015 290
Labor Force Projections by Color, 1970-80.

Cooper, Sophia * Johnston, Denis F.
Bureau of Labor Statistics, Washington, D.C.
Special Labor Force-73
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.48 12p.

*LABOR FORCE, *POPULATION TRENDS, *RACIAL CHARACTERISTICS, *AGE, *SEX (CHARACTERISTICS), The projections are based on Bureau of the Census unpublished population projections by color and on the assumptions that past trends in labor force participation rates will continue, that the size of the Armed Forces will not change significantly, and that the economy will operate at relatively high levels consistent with an unemployment rate of about 4 percent. Recognizing the uncertainty of the projections, it is estimated that between 1965 and 1980 -- (1) The total nonwhite labor force will have risen by 41 percent compared with only a 28 percent increase in white workers, (2) The number of nonwhite workers will increase from 8.7 million to 12.3 million while whites will increase from 69.7 million to 89.1 million, (3) The expected growth of the total population accounts for 86 percent of the projected labor force increase, (4) The number of young, ages 14 to 24, nonwhite workers will increase by nearly 30 percent and young white workers by 20 percent, and (5) Among workers aged 25 to 54, the number of white women will increase by about 31 percent, nonwhite by 27 percent, nonwhite men by 3 percent, and white men will not increase. For both color groups, both sexes, and all age groups, actual figures for the 1960 and 1965 and projected figures for the 1970, 1975, and 1980 population, labor force, and labor force participation rates are given. This article is a reprint from "Monthly Labor Review," September 1966, and is available from Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210. (ET)

VT 003 858   MP 000 270
Job Vacancy Surveys.

Employment Service, Washington, D.C.
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$0.92   23p.

*OCCUPATIONAL SURVEYS, EMPLOYMENT SERVICES, EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *LABOR FORCE, STATISTICAL DATA,

Job vacancy data were expected to improve the mechanism of the employment market by facilitating the more effective matching of workers and jobs, supplementing other sources of information on training opportunities, and suggesting to employers a systematic method of assessing their own training needs. The detailed occupational data were to be gathered in pilot surveys in 16 cities. Results are reported for the completed area-wide job vacancy studies in Birmingham, Milwaukee, Portland, Oregon, and Providence, and for some of the incomplete ones. Of the first 10 areas conducting surveys, employer response was 80 percent or more in 8 areas and 63 and 70 percent in two other areas. In six of 10 areas, the proportion of establishments with vacancies ranged from lows of 12 and 19 percent to highs of 34 and 35 percent. It was concluded that collecting job vacancy information by detailed occupation is both feasible and practicable. Additional elements needed for a comprehensive occupational job market information program for local areas include a relatively current inventory of employment by occupation in a community to be periodically updated, a detailed analysis of relatively long-range occupational requirements in relation to probable resources, and a broader program for translating these materials into use. A summary of a job vacancy survey of seven areas of Indiana, and a progress report on the 16 areas surveys are included. These articles are reprinted from "Employment Service Review," April 1965 and March 1966. (PS)

VT 003 877 MP 000 286
Changes in Occupational Employment Over the Past Decade.

Ryscavage, Paul M.
Pub Date - Aug65
EDRS PRICE MF-$0.25 HC-$0.24 6p.

*LABOR FORCE, EMPLOYMENT PATTERNS, *EMPLOYMENT TRENDS, BUSINESS CYCLES, UNEMPLOYMENT, EMPLOYMENT STATISTICS, *OCCUPATIONAL SURVEYS, NATIONAL SURVEYS,

A review of the 11-year period, 1956-66, shows differences within the major occupational groups in their responsiveness to business cycles, technological changes, and economic growth. Employment statistics, based on the monthly survey conducted by the Bureau of the Census, show -- (1) For both white- and blue-collar workers, rates of growth were strongly affected by general economic trends, (2) The recent strong expansion in the durable-goods manufacturing industries, where employment increased at an annual average rate of 6.5 percent, especially affected blue-collar employment growth, (3) During the present expansion, the growth rate of clerical employment accelerated to 4.1 percent per year, (4) Professional employment rates showed no acceleration between 1962 and 1966 which suggests that professional employment is less responsive to upswings in economic activity than is clerical employment, (5) The unemployment rate for white-collar workers, except in 1961, never rose above the 3-percent level, and (6) During the 10-year period, blue-collar unemployment rate always exceeded the experienced-worker rate and fell below 5 percent in 1966 only. This article is published in the "Monthly Labor Review," volume 90, number 8, August 1967. (ET)

VT 003 879 MP 000 288
Employment Effect of State and Local Government Spending.

Wakefield, Joseph C.
Pub Date - Aug67
DOCUMENT NOT AVAILABLE FROM EDRS 6p.

*EMPLOYMENT, GOVERNMENT ROLE, LABOR ECONOMICS, EMPLOYMENT PROJECTIONS, *STATE GOVERNMENT, *CITY GOVERNMENT, GOVERNMENT EMPLOYEES, EMPLOYMENT TRENDS, *EXPENDITURES, ECONOMICS,

The growth in purchases of goods and services by branches of the State and local government is related to employment in the private economy, and combined with direct employment by government to show the total employment effect. An interindustry employment table, based on input-output figures, is used to estimate the amount of employment in the private economy through 1970 attributable to changing state and local government purchases. General methodological procedures and limitations are discussed. Among the findings were--(1) State and local governments, directly and indirectly, accounted for one-fourth of the increase in total civilian employment from 1958 to 1962, one-third of the increase from 1962 to 1965, and over 37 percent of the estimated increase between 1965 and 1970, (2) Direct employment by these governments is projected to increase to about 10.2 million in 1970, an increase of nearly 6 percent per year from 1965 to 1970, compared with 5 percent annually in the 1960-65 period, (3) In 1965, purchases amounted to $56.3 billion dollars, and (4) Excluding employee compensation, these purchases have their largest single employment effect on the construction industry, accounting for 840,000, 21 percent of the total, construction jobs in 1965. Over 55 percent of these jobs were in the construction of highways and schools. This article is published in the "Monthly Labor Review," volume 90, number 8, August 1967. (ET)

VT 003 880   MP 000 289
New Evidence on Problems of Reemployment.

Schweitzer, S. O.
Pub Date - Aug67
DOCUMENT NOT AVAILABLE FROM EDRS.   5p.

*EMPLOYMENT, *UNEMPLOYED, *INDIVIDUAL CHARACTERISTICS, *UNEMPLOYMENT INSURANCE, *LABOR FORCE, EMPLOYMENT QUALIFICATIONS, California,

The effects of various personal characteristics upon the reemployability of unemployed workers were evaluated. Data were obtained from a questionnaire administered to a sample of 6,500 unemployment insurance recipients in California during the period from November 1963 to October 1964. Comparisons were made between those who found jobs before their unemployment insurance benefits expired and those who had exhausted their benefits. The individual's wage rate prior to unemployment was found to be the most significant factor differentiating the two groups. It was lowest for exhaustees. For each of the following characteristics, except work experience, there was a statistically significant difference (listed in order of magnitude of difference from high to low) between the groups--unemployment rate, race, major support of dependent, industrial transferability, age, education, sex, college diploma, high school diploma, and work experience. When "skill" (a weighted function of the worker's education and work experience) was studied in relation to other variables, its importance for reemployability was inconsistent. In testing the occupational specialization variable it was suggested that the more concentrated the worker's occupation with respect to industrial employment, the greater his ease of finding reemployment. This result may be due to the generally high levels of unemployment in California (six percent) during the sample period. This article is published in "Monthly Labor Review," volume 90, number 8, August 1967. (ET)

VT 003 959   ED 017 679
Symposium on Forecasting of Manpower Requirements. (Washington, D.C., June 23-25, 1966).

Manpower Admin (DOL), Washington, D.C. Int Manpower Inst.
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$3.96   97p.

*MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, LABOR FORCE, OCCUPATIONS, INDUSTRY, *EMPLOYMENT PROJECTIONS, *EDUCATIONAL PLANNING, EDUCATIONAL NEEDS, *DEVELOPING NATIONS, ECONOMIC DEVELOPMENT, OCCUPATIONAL SURVEYS, SOCIAL DEVELOPMENT, SYMPOSIA, SPEECHES, UNEMPLOYMENT,

Forty-two scholars, experts, and technicians who have been involved in the conduct of manpower forecasting programs met to exchange and synthesize ideas about forecasting manpower requirements in developing countries. Papers presented were--(1) "The Industry-Occupational Matrix Approach" by Harold Goldstein, (2) "International Comparisons of Industry-Occupational Structure" by Morris A. Horowitz, (3) "A Systems Analysis Approach to Human Resource Development Planning" by Frederick Harbison, (4) "Forecasting Educational Needs for Economic and Social Development" by Herbert Parnes, (5) "The Manpower Skill Survey and Labor Area Demand Analysis" by Vladimir D. Chavrid, and (6) "Commentaries on the Application of Forecasting Techniques to Developing Countries" by Joshua Levine and others. E.C. McVoy, in summarizing the proceedings, concluded that approaches to forecasting, projecting, or estimating manpower requirements vary according to the purpose, the degree of economic planning, the availability and reliability of data, and other factors. There is no one superior technique for such forecasting for developing countries, but rather, one or more of several complementary approaches such as long range projections, international comparison of industry-occupational structure, and area skill survey of labor area demand analysis could be applied. Discussions of the speeches are included. (ET)

VT 004 057   ED 016 835
Education for the Allied Health Professions and Services.

Pub Health Serv, Washington, D.C. Bur of Health Manpower
Pub-1600
National Advisory Health Council, Washington, D.C.
Pub Date -   67
EDRS PRICE MF-$0.50 HC-$2.88   70p.

*HEALTH OCCUPATIONS EDUCATION, HEALTH NEEDS, TECHNICAL EDUCATION, GEOGRAPHIC DISTRIBUTION, EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, PROGRAM DEVELOPMENT, EDUCATIONAL PLANNING, INTERAGENCY PLANNING, *HEALTH PERSONNEL, EMPLOYMENT OPPORTUNITIES, *EDUCATIONAL PROGRAMS, GRADUATES, PROFESSIONAL EDUCATION,

The number of people in health occupations will probably increase from 2.8 to 3.8 million persons by 1975. Recent surveys of hospitals and nursing homes showed that over 300,000 additional health workers were needed to provide optimum patient care. Shortages existed for medical record librarians, dental hygienists, medical and radiologic technologists, and occupational and physical therapists. Training for health occupations was offered in schools of the allied health professions, universities, technical and vocational schools, hospitals, military training programs, and proprietary schools. These training programs were unevenly distributed throughout the United States. The present annual training capacity was 9,000 compared with a need of 33,000. To meet this need, baccalaureate graduates would need to increase from 1.9 to 4.0 per 100,000 population and less-than-baccalaureate graduates would need to increase 5.0 to 10.0. Recommendations were for (1) an interdisciplinary approach to program placement and recruitment, (2) developmental work in interdisciplinary and core curriculums looking to the development of career ladders, (3) formal courses in educational methods for teachers in professional and technical programs, (4) studies of methods of delivery of health services with identification of new occupational needs, (5) programs to help professional workers utilize technical and auxiliary personnel, (6) planning at all levels for program development with strengthened liaison between junior and senior colleges and medical centers, and (7) studies of the roles of certification, licensing, and accreditation in providing sufficient quality personnel. This document is available for 45 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JK)

VT 004 086   ED 015 308
The Negro and Equal Employment Opportunities, A Review of Management Experiences in Twenty Companies.

Ferman, Louis A.
Michigan Univ., Ann Arbor. Inst. of Labor and Ind. Rel.
Pub Date - Dec66
EDRS PRICE MF-$1.00 HC-$8.16 202p.

NEGROES, EMPLOYERS, *INTEGRATION METHODS, RACIAL INTEGRATION, INTERGROUP RELATIONS, EMPLOYMENT PRACTICES, *EQUAL OPPORTUNITIES (JOBS), EMPLOYMENT OPPORTUNITIES, RACIAL DIFFERENCES, *RACIAL ATTITUDES, RACIAL DISCRIMINATION, EMPLOYMENT PROBLEMS, NEGRO ATTITUDES, *EMPLOYER ATTITUDES, *NEGRO EMPLOYMENT, DISCRIMINAORY ATTITUDES (SOCIAL), PERSONNEL POLICY,

To study the application of equal employment practices in company settings and to assess the impact of these practices on minority group employment, 20 companies with varying employment structure, industry, size, number of branch units, geographical spread, and product or service were studied. All were trying to promote equal opportunities in their firms. Data were obtained from union officials, 134 company officials, 205 white workers including supervisors, and 215 Negro workers who were interviewed by persons of their own race to facilitate frankness. The findings included -- (1) Management reported more equal opportunities achievements in developing new recruitment procedures than in training and promotion practices, (2) Management viewed the Negro job problem as a community rather than a company responsibility, (3) Union unwillingness to modify seniority and apprenticeship structures had been a barrier to equal opportunity, (4) Few white workers admitted that Negroes had any special job difficulties because of skin color, (5) The major fear of whites was the envisioned threat of preferential hiring practices for Negroes, (6) Negro workers felt that there was considerable job discrimination against them in hiring, training, and promotions, and they believed that their lack of opportunity was more a matter of their skin color than their lack of training, and (7) The Negro promotion rate was in fact lower than the white rate. Recommendations included the necessity for continued monitoring of company equal employment practices by outside agencies with statutory powers to effect change. (ET)

VT 004 100   ED 015 320
The Unemployed and the Underemployed, A Study of Applicants for Laborer Jobs.

Meyers, Samuel M.
Bureau of Social Science Research, Inc., Washington, D.C.
BSSR-385
Office of Economic Opportunity, Washington, D.C.
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$2.00 50p.

*UNEMPLOYED, UNSKILLED WORKERS, *LABORERS, *NEGROES, INTERVIEWS, *JOB APPLICATION, EMPLOYMENT SERVICES, WORK EXPERIENCE, ACADEMIC ACHIEVEMENT, FAMILY BACKGROUND, INDIVIDUAL CHARACTERISTICS,

In November 1965 the United States Civil Service Commission announced an examination for manual laborers. The United Planning Organization attempted to recruit and assist individuals from the District of Columbia's pool of "hard-core unemployed". A sample of

189 of the 966 male applicants was interviewed by 20 interviewers who sought information on the respondent's labor force participation, attitudes and motivation for work, job-seeking behavior, family background, perceptions of impediments to work, education and training, knowledge and participation in the various antipoverty programs, etc. Findings included -- (1) All were Negro men, (2) 50 percent were under 26 years of age, (3) The median number of school years completed was 10.7 compared to 9.4 years for the nonwhite District of Columbia males, (4) Most frequent reasons given for not getting a job were lack of education and experience, (5) The group could not be classified as "hard-core unemployed" but rather "under-employed," (6) While the personal, educational, and family background were higher than expected, they were somewhat below that of their fathers, suggesting some downward social mobility, and (7) The group had not taken advantage of training opportunities presumably available to them through various training programs. (PS)

VT 004 106   ED 016 103
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aerospace and Electronics Firms in the San Francisco Bay Area During 1963-65. Final Report.

Loomba, R.P.
San Jose State Coll., Calif. Ctr for Interdisc. Studies.
Pub Date - 15Feb67
EDRS PRICE MF-$1.00 HC-$8.00   198p.

*JOB LAYOFF, *SCIENTISTS, *ENGINEERS, *ELECTRONICS INDUSTRY, *AEROSPACE INDUSTRY, EMPLOYMENT EXPERIENCE, ELECTRONICS, JOB APPLICATION, JOB TENURE, FINANCIAL PROBLEMS, INDIVIDUAL CHARACTERISTICS, UNEMPLOYMENT, EMPLOYMENT PROBLEMS, MANPOWER UTILIZATION, EMLOYMENT PRACTICES, EDUCATIONAL BACKGROUND, MIGRATION,
California, San Francisco,

The purpose of this study was (1) to analyze selected aspects of unemployment and reemployment experiences of 1,184 engineers and scientists who were permanently laid off by 62 defense-oriented aerospace and electronics companies during an 18-month period ending March 31, 1965, and (2) to describe the magnitude of the San Francisco Bay Area's scientific and engineering unemployment problem. Identification of those laid off was made from personnel records, and 74 percent responded to a pretested mail questionnaire. Some findings were -- (1) Age, not skill obsolescence, seemed to have been the criterion for layoff, (2) Employers' hiring policies discriminated against the older applicant, (3) The influence of age on the period of unemployment increased as the educational level went down, (4) The median period of unemployment was 12 weeks, (5) Job search methods included the use of direct aplications, friends and personal contacts, the State Department of Employment, and professional societies, (6) Unemployment insurance was the primary source of income during layoff but was inadequate, (7) Shifts from defense to commercial work were common, (8) 21 percent of the laid off personnel left the state, and (9) The 1,184 scientists and engineers laid off by defense-oriented industries in the Bay area compared to 6,600 in the State and 30,000 in the country as a whole represented a disproportionate rate of unemployment for the Area. Charts and tables present data for each aspect of the study, and the appendixes include samples of the questionnaires used. (HC)

VT 004 111 ED 015 324
Obsolescence and Updating of Engineers' and Scientists' Skills. Final Revised Report.

Norgren, Paul H. * Warner, Aaron W.
Columbia Univ., New York, N.Y.
Pub Date - Nov66
EDRS PRICE MF-$0.75 HC-$6.64 164p.

*IMPROVEMENT, RETRAINING, VOCATIONAL ADJUSTMENT, *ENGINEERS, *SCIENTISTS, *JOB SKILLS, PROFESSIONAL TRAINING, RESEARCH NEEDS, *TECHNOLOGICAL ADVANCEMENT,

The nature and approximate dimensions of the technical skill obsolescence problem were studied as a result of the widely alleged occurrence in recent years of deterioration of skills among practicing engineers and applied scientists resulting from the massive emergence of new scientific and technological knowledge during the past quarter century. Interviews were conducted with technical managers, directors of professional employee development, and other knowledgeable officials in 39 technology-oriented firms and in technical colleges and universities, professional technical societies, and governmental units concerned with the obsolescence problem. Data indicated four component subareas of the problem for which effective remedial measures are difficult to find -- (1) motivating professional research-development-design personnel whose skills have become outdated, (2) determining disposition of the skill of obsolescent personnel when reductions in professional technical work force are necessary, (3) identifying, developing, and updating competent project leaders, systems engineers, and other key practicing professionals, and (4) assessing the kind and degree of updating needed by technical managers and providing means and incentives necessary to bring about such updating. Data suggested similar significant difficulties in technology-oriented industry at large, and consequently, a need for broader scope research into these problems. (HC)

VT 004 157 ED 016 840
Characteristics of Outstanding Engineering Technicians in Arizona.

Brown, Bill Wesley
Northern Arizona Univ., Flagstaff
BR-6-3029
Arizona Occupational Research Coordinating Unit, Phoenix
Arizona State Dept. of Vocational Educ., Phoenix
Pub Date - 19Jul67
EDRS PRICE MF-$0.50 HC-$4.56 112p.

*ENGINEERING TECHNICIANS, *INDIVIDUAL CHARACTERISTICS, EMPLOYER ATTITUDES, TECHNICAL EDUCATION, *Q SORT, INTERVIEWS, JOB SKILLS, SURVEYS, *OCCUPATIONAL INFORMATION, EDUCATIONAL NEEDS, Arizona,

The purpose of this study was to identify the knowledge, skills, and job responsibilities of successful engineering technicians as indicated by technicians and their employers, to examine the relationships between the employer's and the technician's views of needed knowledge and skills and to assess the implications of the findings for adjustments in curriculums for engineering technicians. Two hundred and twenty-one persons, identified by management personnel as their most able and successful technicians, and 142 immediate and second level supervisors were interviewed and asked to sort a pack of 99 cards, each containing descriptive technical data concerning things technicians do in various specialities. The cards were sorted as directly related to job, somewhat related to job, and not related to job. Technicians viewed their jobs in a very broad sense. Research, design, or development and testing were their most frequently mentioned activities. The technical knowledge required involved principles of electricity-electronics, mathematics, and drafting and design and was generally acquired on the job. However, technicians generally believed that a 2- or 4-year formal degree program was the best preparation for their jobs. Managers and technicians tend to agree on information, skills, and knowledge important to the work of the technicians and on the importance of educational preparation. It was concluded that both educational institutions and industry should investigate their roles in on-the-job training for technicians. (HC)

VT 004 234   ED 016 115
Farmers, Workers, and Machines, Technological and Social Change in Farm Industries of Arizona.

Padfield, Harland * Martin, William E.
Arizona Univ., Tucson. Div. of Econ. and Business Res.
Pub Date -   65
EDRS PRICE MF-$1.50 HC-NOT AVAILABLE FROM EDRS.   346p.

FARM LABOR SUPPLY, *AGRICULTURAL LABORERS, CULTURAL BACKGROUND, FAMILY BACKGROUND, SOCIOECONOMIC BACKGROUND, AGRICULTURAL TECHNICIANS, *TECHNOLOGICAL ADVANCEMENT, UNEMPLOYED, VOCATIONAL REHABILITATION, FARM OCCUPATIONS, *OCCUPATIONAL MOBILITY, VOCATIONAL ADJUSTMENT, SOCIAL CHANGE, *HARVESTING, *AGRICULTURAL PRODUCTION, EMPLOYERS, MEXICAN AMERICANS, NEGROES, AMERICAN INDIANS, ECONOMIC FACTORS, ATTITUDES, ANGLO AMERICANS, Arizona,

The fact that labor supply consists of men, women, and children in families with their own accustomed and often well-loved ways of living is often overlooked in any discussion of "the farm labor problem." This study uses both agricultural economics and cultural anthropology in analyzing employment problems. The analysis covers (1) histories of the development of the citrus, lettuce, and cotton industry with examples of companies using different harvesting operations, (2) the economics of the technologies, (3) the workers, (4) the participants in their distinctive cultural and institutional settings -- Mexican-American, Anglo-isolate, Negro, Indian, and management, and (5) the participants in their common technological setting. Some of the conclusions were -- (1) Arizona agriculture, as a variant of Southwestern agriculture, is an instrument of exploitation of unsophisticated, culturally unassimilated peoples, and functions also as an assimilative mechanism working in the direction of upward occupational mobility and by doing depletes itself of its own labor supply, (2) Displacement of the higher occupational classes tends to be permanent because its members do not fit the lower occupational classes, and (3) When members of the lower occupational classes are replaced by higher class workers, the members of the lower classes tend to remain in the industry and compete for the new higher-status jobs. Some implications for farm employment and manpower were -- (1) An unemployed worker should be retrained in a higher occupational class, (2) If a worker is displaced from the highest occupational status in the industry, he should be retrained for another industry, (3) Anglo-isolates cannot be rehabilitated by training programs, and (4) The concept of training for occupational adjustment must be broadened to deal effectively with institutional and cultural factors. This document is available for $7.50 from The University of Arizona Press, Box 3398, College Station, Tucson, Arizona 85700. (MM)

VT 004 254   Ed 016 126
Start Your Career with Apprenticeship in Washington, D.C.

District of Columbia Employment Service, Washington, D.C.
Pub Date -   Jan66
EDRS PRICE MF-$0.25 HC-$2.24   56p.

*OCCUPATIONAL INFORMATION, *APPRENTICESHIPS, OCCUPATIONAL GUIDANCE, *SKILLED OCCUPATIONS, OCCUPATIONAL CHOICE, TRADE AND INDUSTRIAL EDUCATION,

This guide describing 21 apprenticeable trades is for use by counselors and others who come in contact with young people both during and after their school years. To qualify for apprenticeship in any of the skilled trades, a young man or woman must have mechanical aptitude and ability, and to be successful must have perserverance, ambition, and iniative. The apprentice training program is supervised by a local joint apprenticeship committee following standards developed with the assistance of consultants from the Bureau of Apprenticeship and Training and registered with the Apprenticeship Council. Most programs are for 4 years. Apprentices usually receive 50 percent of journeyman's wage and increases at regular intervals. In most cases they attend classes at night 4 hours each week for at least 144 hours a year. Daily job instruction is under the supervision of a skilled journeyman. A young person interested in apprenticeship should (1) select a trade for which he has aptitude and physical ability, (2) find out if he meets the minimum qualifications for that trade, (3) decide whether he can work under the job conditions of that trade, (4) obtain information on the specific procedures for making application, (5) take the aptitude or other tests where required, and (6) if the joint apprenticeship council has a waiting list of applicants, determine whether or not he is sufficiently interested in the trade to wait for an opening or whether he should seek other employment. Information presented for the apprenticeable trades includes the nature of the work, tools used, place employed, working conditions, helpful high school courses, geographic area of employment, employment prospects, applicant requirements, desirable qualifications, conditions of apprenticeship, and specific places to apply for apprenticeship. (HC)

VT 004 255   ED 016 127
Occupations in the Field of Library Science.

Spector, Jules
Employment Service, Washington, D.C.
Pub Date -   66
DOCUMENT NOT AVAILABLE FROM EDRS.   67p.

*LIBRARY SPECIALISTS, *LIBRARY SCIENCE, *OCCUPATIONAL INFORMATION, EMPLOYMENT QUALIFICATIONS, EDUCATIONAL PROGRAMS, PERIODICALS, PROFESSIONAL ASSOCIATIONS,

This brochure describing 22 library occuations was prepared for use in recruiting, training, placing, and counseling persons in this area. Occupations are arranged alphabetically by title. Each has a common usage title, alternate titles, and Dictionary of Occupational Titles code numbers. Descriptions contain (1) an occupational definition, which is a brief description of the duties, (2) the education and training requirements, (3) the worker traits required which include aptitudes, interests, and temperaments, and ability to meet physical demands, and (4) physical demands and working conditions. The worker traits are defined in detail in a separate section of the document. An alphabetical index of titles lists main and alternate titles. Also included are a history of libraries, the facets and scope of librarianship, a bibliography, and an appendix listing library associations, schools, and periodicals. Photographs illustrate many of the occupational activities. This document is available as L7.2L61 for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (FP)

VT 004 260   ED 016 128
The Job Hunt, Job-Seeking Behavior of Unemployed Workers in a Local Economy.

Sheppard, Harold L. * Belitsky, A. Harvey
Upjohn (W.E.) Inst. for Employment Res., Kalamazoo, Mich
Pub Date -   66
DOCUMENT NOT AVAILABLE FROM EDRS.   278p.

*UNEMPLOYED, *BLUE COLLAR OCCUPATIONS, *WHITE COLLAR OCCUPATIONS, *JOB APPLICANTS, *BEHAVIOR PATTERNS, RACIAL CHARACTERISTICS, SOCIAL CHARACTERISTICS, SOCIOECONOMIC STATUS, PSYCHOLOGICAL CHARACTERISTICS, MOTIVATION, VALUES, ANXIETY, JOB APPLICATION, EMPLOYMENT INTERVIEWS, EMPLOYMENT SERVICES, EMPLOYMENT OPPORTUNITIES, MANPOWER DEVELOPMENT, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT,
Erie, Pennsylvania,

The purpose of this study was to examine the role of social-psychological factors in the job-seeking experiences of unemployed workers. A sample of more than 450 blue collar workers and nearly 80 white collar workers selected from the files of the State Employment Service of Erie, Pennsylvania, was interviewed. Once employed, 62 percent of the male and 20 percent of the female blue collar workers started to look for a new job within one week. Workers expecting a call-back were less likely to seek a job than those not expecting to be called back to work. Friends, relatives, and other workers were the major source of job-leads, with direct company application second. Unemployed female white collar workers, started their job hunt sooner than female blue collar workers, and relied more frequently on private emloyment agencies. While a healthy economy is obviously the basic condition for the success of the job-seeker, and he must have the proper skills and education, his behavior is heavily influenced by his achievement motivation, his achievement values, and his job-interview anxiety. Workers who used the "wide ranging" approach in selecting companies at which to apply, and who tried to get jobs "really different" from their usual area, were more successful in finding employment. This document is available for $7.95 from The Johns Hopkins Press, Baltimore, Maryland 21218. (EM)

VT 004 310   ED 015 327
Negro Participation in Apprenticeship Programs.

Marshall, F. Ray * Briggs, Vernon M., Jr.
Texas Univ., Austin. Dept. of Economics
Pub Date - Dec66
EDRS PRICE MF-$2.00 HC-$20.20 505p.

*APPRENTICESHIPS, *NEGRO EMPLOYMENT, *LABOR UNIONS, DISADVANTAGED YOUTH, *EMPLOYMENT OPPORTUNITIES, EDUCATIONAL DISCRIMINATION, NEGRO YOUTH, RACIAL DISCRIMINATION, NEGROES, COMMUNITY ACTION, INTERVIEWS,

Approaches and methods which have succeeded in increasing Negro participation in selected apprenticeship programs were studied in order to recommend policies which would make it possible for Negroes to further increase their participation in and successful completion of apprenticeship programs. Interviews in 10 major cities with 121 officials concerned with Negro participation and 127 Negroes involved directly in apprenticeship programs provided a valuable understanding of the depth and scope of the complex problem. The limited number of Negro apprentices is due to a complex constellation of factors which are deeply embedded in the total American society. Negro youngsters do not have an equal chance of learning about apprenticeship training, of being motivated to try to enter these programs, of meeting the qualifications, of passing the tests, or of successfully completing these programs. Many of the objective standards of aprentice selection are racially motivated and if a supply of qualified applicants is generated and continues to be barred from apprentice programs, public policy might have to devote more attention to the qualifications and testing procedures used to select trainees. Two of the most important policies needed to increase Negro participation are measures that would improve the quality of education available to disadvantaged youth and policies to maintain full employment and economic growth. The municipal, federal, civil rights, industry, union, and state officials all have important roles to play in increasing the number of Negro apprentices. (HC)

VT 004 311 ED 016 133
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics Of Former Members of the Labor Force.

Brunsman, Howard G.
Bureau of the Census, Washington, D.C.
PC (2)-6C
Pub Date - 66
DOCUMENT NOT AVAILABLE FROM EDRS. 224p.

*CENSUS FIGURES, *LABOR FORCE NONPARTICIPANTS, EMLOYMENT EXPERIENCE, INDIVIDUAL CHARACTERISTICS, NATIONAL DEMOGRAPHY, AGE, *OCCUPATIONS, *TABLES (DATA), RACIAL CHARACTERISTICS, RURAL URBAN DIFFERENCES, ACADEMIC ACHIEVEMENT, MARITAL STATUS, INCOME, SEX, (CHARACTERISTICS), FAMILY CHARACTERISTICS,

Detailed national statistics are given on various social and economic characteristics of members of the labor reserve. The labor reserve is comprised of those persons classified as not in the labor force at the time of the census but who had had some work experience within the 10 years preceding 1960. The statistics are based on a 5 percent sample of the population enumerated in the Eighteenth Decennial Census of Population, taken on April 1, 1960. Data on such personal characteristics as age, color, sex, residence in 1955, school enrollment, educational attainment, marital status, household relationship, the number and age of own children, and the number of children ever born to women ever married are used to describe the demographic and social characteristics of members of the labor reserve. To describe the labor reserve as a potential manpower resource and to present an inventory of skills, data relating to most recent work experience are shown for occupation, industry, class of worker, and year last worked. Two levels of classification are used to present occupational data in this report. Sub-groupings of 17 of the 297 specific occupational categories used in the 1960 Census of Population are made, resulting in the presentation of over 500 items in the detailed listings. Also presented is an intermediate classification system, which presents 161 items for males and 70 items for females. This document is available as C3.223/10--960/V.2/part 6C for $1.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (HC)

VT 004 326 ED 015 331
Unused Manpower, The Nation's Loss.

Seefer, Richard G. * Fourtune, Alexander A.
Manpower Administration, Washington, D.C.
Manpower Research Bull-10
Pub Date - 66
EDRS RICE MF-$0.25 HC-$1.28 30p.

*MANPOWER UTILIZATION, MANPOWER DEVELOPMENT, *UNEMPLOYED, AGE *LABOR FORCE NONPARTICIPANTS, MIDDLE AGED, MALES, ADULTS, RACIAL CHARACTERISTICS, ACADEMIC ACHIEVEMENT, EMPLOYMENT STATISTICS, LABOR FORCE, *EMPLOYMENT TRENDS,
MDTA Programs,

Despite record peaks in employment and production, the economy is failing to utilize fully the potential of its manpower resources as compared to the 1950's. In 1965, the employment of men between the ages of 25 and 64 would have been about 725,000 higher if they had worked at the rate which existed for white men in 1951-53. The gap between the actual and potential emloyment represented a loss of almost $7 billion in gross national product. Two-thirds of the employment gap, 484,000, was caused by a higher proportion of men outside the labor force. The rest, 238,000, reflected higher unemployment. The decline in the utilization of nonwhite manpower pervaded all age groups. Older men between the ages of 55 and 64 accounted for two-fifths of the employment gap. Educational differences are one of the factors of manpower utilization. Poorly educated workers will have greater difficulty in finding work and adapting to change as labor force educational levels rise and technology reaches new levels of complexity. An expanding economy generating employment opportunities is not adequate to solve the problems. Action is needed to attract those who are not currently in the labor force. Further use of Manpower Development and Training Act programs could restore old and disabled workers to the productive role. Discrimination must be eliminated. Because some factors in unemployment are still unknown, policy approaches must be flexible and responsive to new information relating to individual needs and causes of labor force behaviors. (FP)

VT 004 327 ED 015 332
College, Color, and Employment, Racial Differentials in Postgraduate Employment Among 1964 Graduates of Louisiana Colleges.

Huson, Carolyn F. * Schiltz, Michael E.
Chicago Univ., Ill. National Opinion Research Center
Report-116
Pub Date - Jul66
EDRS PRICE MF-$0.75 HC-$6.16 152p.

NEGRO INSTITUTIONS, *NEGRO EMPLOYMENT, RACIAL DISCRIMINATION, NEGRO EDUCATION, GRADUATE STUDY, *COLLEGE GRADUATES, *NEGRO TEACHERS, NEGROES, CAUCASIANS, COMPARATIVE ANALYSIS, SEX (CHARACTERISTICS), *EMPLOYMENT EXPERIENCE, *RACIAL DIFFERENCES, SALARIES, FAMILY BACKGROUND, GRADUATE SURVEYS, INDIVIDUAL CHARACTERISTICS, OCCUPATIONAL MOBILITY, FINANCIAL SUPPORT, EDUCATIONAL BACKGROUND,
Louisiana,

Negro-white employment differentials among 1964 college graduates in Louisiana were determined by a questionnaire survey of four predominantly Negro and three predominatly white institutions. The study gives an overall impression of the sharp employment differences between Negroes and whites 15 months after graduation. Negroes of both sexes were more likely to be unemployed, they changed jobs oftener, and they were less likely to be employed full-time. Negroes began at lower salaries. Male whites were three times as likely to have started teaching with a salary over $4,000 and twice as likely to have gone over $4,000 during the first 15 months of employment. Although Negro graduates did not get jobs involving the same work at pay levels comparable to those of whites, they had no special difficulty in obtaining jobs. The majority got and held jobs in environments which were substantially or totally Negro. Negro graduates, of either sex, were far less likely than whites to go to graduate school or attend graduate school fulltime, although they were considerably more likely to indicate a desire for graduate training. Over half of all male Negro respondents entered teaching, and this group exhibited, to a greater degree than any other group, all of the disadvantages identified in the study. To the extent that these data represent southern school systems, there is little reason to expect that the graduates of predominantly Negro colleges will be able to bridge the racial gap in economic opportunity. (FP)

VT 004 329 ED 015 333
Sociological Studies of Occupations, A Bibliography.

Overs, Robert P. * Deutsch, Elizabeth C.
Manpower Administration, Washington, D.C.
Pub Date - Oct65
EDRS PRICE MF-$0.50 HC-$3.72 91p.

*BIBLIOGRAPHIES, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, *SOCIOLOGY,

Information about occupations from a personal and social viewpoint is contained in the 777 citations from periodicals, books, and graduate theses, published between 1896 and 1965. References are arranged by occupational groups -- (1) Professional and Managerial, (2) Managerial and Official, (3) Clerical and Sales, (4) Service, (5) Agricultural, Fishery, and Forestry, (6) Skilled, Semi-Skilled, and Unskilled, and (7) Unclassified. The entries are classified within each of the occupational groups by "Dictionary of Occupational Titles" code numbers and titles. Items which have been abstracted for the Library of Congress' Documents Expediting Service are marked and a list of libraries subscribing to this service is included. (EM)

VT 004 330 ED 015 334
Local Manpower Data Programs, An Analysis.

Stein, Bruno * Leung, Cho-kin
Pub Date - 1Aug66
EDRS PRICE MF-$0.75 HC-$6.74 154p.

*LITERATURE REVIEWS, *OCCUPATIONAL SURVEYS, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, BIBLIOGRAPHIES, RESEARCH PROBLEMS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PROJECTIONS, LABOR FORCE, UNEMPLOYMENT, WAGES, TECHNOLOGICAL ADVANCEMENT, ECONOMIC DEVELOPMENT,

The purpose of this study was to examine the profusion of local and regional manpower studies so communities seeking to undertake manpower studies could learn from the experience of others. Over 300 manpower studies were examined and classified as -- (1) manpower requirement surveys, (2) potential labor force surveys, (3) wage surveys, (4) technological and structural change impact studies, (5) studies of long term unemployed, (6) economic base reports, (7) state and overall economic development plans, and (8) miscellaneous studies. Some conclusions were -- (1) Demand estimates from sampled employers are difficult unless samples are well constructed and cooperation with data sources is achieved, (2) Household surveys apear to be the most useful tool to use for labor supply information, (3) Treatment of mobility tends to be naive, (4) Wage data are easily obtained once the difficulties of costing fringe benefits are overcome, and (5) Samples of technological change studies were poor. A bibliography lists all of the studies reviewed and discussed. (EM)

VT 004 331 ED 016 140
Health Insurance Coverage for Workers on Layoff.

Kolodrubetz, Walter W.
Bureau of Labor Statistics, Washington, D.C.
Reprint-2503
Pub Date - Aug66
EDRS PRICE MF-$0.25 HC-$0.28 7p.

*HEALTH INSURANCE, *JOB LAYOFF, *FRINGE BENEFITS, LABOR UNIONS, EMPLOYER ATTITUDES, PERSONNEL POLICY,

Estimates of group health insurance coverage by industry indicate that extended protection during layoff is guaranteed to no more than a tenth of the approximately 50 million workers covered by group health insurance plans. This coverage has largely developed during the past 15 years. Fragmentary data suggest that increased cost attributable to extension would be relatively small in relation to the cost of the entire group insurance plan. Most commercial insurers now consider the extension of coverage for limited periods during temporary layoffs as a feasible underwriting practice. Typically, the issue of extended layoff coverage has been brought to the bargaining table by the union as a part of a health insurance package demand, but the benefit has at times been initiated by management. Despite a general lack of understanding of health insurance provisions and policies, most workers demonstrated an awareness of their benefits and an appreciation of their value. Employer practices with regard to notifying workers of their benefit rights vary from formal exit interviews at which rights and benefits are explained to issuing "ink slips" and leaving workers to their own devices. This article is a reprint from the "Monthly Labor Review," August 1966. (EM)

VT 004 332 ED 016 141
Impacts of Technological Changes in Warehousing, Phase I.

Kincaid, Harry V. * Hamilton, Phyllis D.
Stanford Research Inst., Menlo Park, Calif.
Pub Date - Dec65
EDRS PRICE MF-$0.25 HC-$1.52 38p.

*FEASIBILITY STUDIES, *TECHNOLOGICAL ADVANCEMENT, *WAREHOUSES,
*EMPLOYMENT PROBLEMS, AUTOMATION, MARKETING,
California, Oregon, Washington, Hawaii, Alaska,

The objectives of this study were (1) to determine the availability, nature, and reliability of data on the rapid change in the warehousing function in industry and (2) to provide a basis for decisions concerning the desirability and feasibility of conducting subsequent studies. Three major sources of information on California, Oregon, Washington, Hawaii, and Alaska were investigated--general literature, interviews with knowledgeable persons, and field studies of warehouses. It was concluded that mechanization of warehousing in the five-state region would proceed at a gradual pace, but historically this pace had not resulted in significant disemployment of the warehouse labor force. It was recommended that (1) the full-scale nationwide phase II study not be done at this time, (2) a study be conducted which would identify rapidly changing warehousing, make a definitive inventory of current warehousing technology, and develop methods of relating technological change to its effects on labor, (3) an exploratory study of the apparent trend to centralization of warehousing functions be considered, and (4) a reconnaissance study of the warehouse aspects of the wholesale and multiple outlet retail food industry be considered. (EM)

VT 004 384 ED 016 143
Manpower and the Growth of Producer Services.

Greenfield, Harry I.
Pub Date - 66
EDRS PRICE MF-$0.75 HC-NOT AVAILABLE FROM EDRS. 163p.

*SERVICE OCCUPATIONS, *ECONOMIC DEVELOPMENT, ECONOMIC RESEARCH,
*PRODUCER SERVICES, INDUSTRY, *EMPLOYMENT STATISTICS, INCOME,
SEX (CHARACTERISTICS), EMPLOYEES, RACIAL CHARACTERISTICS, AGE,
EMPLOYMENT PATTERNS,

Producer services, those services which business firms, nonprofit institutions, and governments provide and usually sell to the producer rather than to the consumer, and the factors affecting their supply and demand are analyzed. Approximately 8.5 million workers, or about 13 percent of the total, are employed in producer services. During the 1950-60 decade, employment in producer services showed a growth rate of 21.3 percent compared to 15.2 in total employment. About 23 percent of the national income was generated in the producer services while consumer services industries accounted for about 50 percent of total employment and generated only 37 percent of the national income. The felt need of American industry for long-range planning is resulting in greater use of consultative types of producer services, and the existence of developed producer service industries encourages the establishment and growth of firms which uses such services. The producer services play a critical role in economic development both as a catalytic agent and, in some instances, as an initiating factor because they reduce the cost of functions formerly performed internally, permit management to specialize in primary areas of activities of the firm, and make innovations possible. With specific regard to manpower problems, research in producer services is needed on the nature and conditions of employment in firms supplying different kinds of services and in industries supplying services to another firm or consumer. This document is available for $6.00 from Columbia University Press, 440 West 110th Street, New York, New York 10025. (MM)

EVALUATION
AND MEASUREMENTS
SECTION

VT 000 474 ED 018 536
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

New York State Educ Dept., Albany. Bur of Agr Educ.
New Hampshire Univ., Durham. Dept. of Agricultural Educ.
New Hampshire State Dept. of Education, Concord.
Pub Date - Jan66
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*PROGRAM EVALUATION, *GUIDELINES, *ORNAMENTAL HORTICULTURE, *VOCATIONAL AGRICULTURE, COOPERATIVE EDUCATION, HIGH SCHOOLS, EVALUATION CRITERIA, *PROGRAM PLANNING, CURRICULUM GUIDES,

Materials developed in a project for evaluating vocational ornamental horticulture programs in secondary schools are given. Program planning procedures developed during Stage I cover (1) establishing objectives, (2) identifying and selecting students, (3) planning facilities, (4) securing materials and supplies, (5) coordinating courses with other subjects, (6) establishing work experience programs, and (7) using community resources. A bibliography and topic outline for vocational horticulture are given. Procedures for evaluating the on-going programs developed during Stage II cover (1) congruency of the program with its objectives, (2) student identification and selection practices, (3) instruction, (4) work experience program, (5) facilities and their utilization, and (6) professional improvement and relationships of the instructional staff. Stage III, Program Feedback through Evaluation of Student Placement and Followup, was scheduled for spring 1966. (EM)

VT 000 555 ED 018 539
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.

Linson, Marvin G.
Colorado State Board for Vocational Educ., Denver
Pub Date - Dec64
EDRS PRICE MF-$0.50 HC-$2.76 67p.

*AGRICULTURAL EDUCATION, EVALUATIVE TECHNIQUES, *STATE SUPERVISORS, *SUPERVISORY METHODS, *PROGRAM EVALUATION, EVALUATIVE CRITERIA, SUPERVISION, *SELF EVALUATION, CHECK LISTS,

The purpose of the instrument is to provide (1) a preliminary step to the development of annual and long-time programs of work, (2) assistance in establishing priorities, and (3) a tool for improving supervisory programs. Recommendations on personnel to be involved in the process, timing, and use of the criteria are provided. A four-point scale ranging from poor to excellent is used to self rate staff effort on several activities under each of 16 guiding principles of supervision. These principles point out the responsibility to--(1) provide leadership in appraising needs and planning, (2) involve representatives of groups interested in the program, (3) aid in coordination, (4) stimulate local initiative, (5) exemplify democratic processes, (6) recognize the dynamics of human relationships, (7) facilitate communication, (8) improve instruction, (9) harmonize with modern educational theory and practice, (10) operate within a framework of written policy and procedure, (11) assure that programs are consistent with legal provisions of state plans, (12) develop a program of public relations, (13) promote, conduct and utilize research, (14) encourage and assist in evaluation of local programs, (15) provide for supervisory evaluation, and (16) make contributions to improving the educational profession. (JM)

VT 000 667 ED 018 543
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.

Wood, Eugene S.
Southern Illinois Univ, Carbondale. School of Agriculture
SIUSA Pub-28
Pub Date - Sep67
EDRS PRICE MF-$0.50 HC-$2.76 67p.

*AGRICULTURAL EDUCATION, *COOPERATIVE EDUCATION, *POST SECONDARY EDUCATION, INDIVIDUAL CHARACTERISTICS, *PROGRAM EVALUATION, JUNIOR COLLEGES, *VOCATIONAL FOLLOWUP, EDUCATIONAL BACKGROUND, COLLEGE STUDENTS, GRADUATE SURVEYS, STUDENT ATTITUDES, STUDENT EVALUATION, EMPLOYEE EVALUATION,
Illinois,

The major objective of this study was to analyze the influence of five post-high school agricultural programs on students and to determine the success of these students when employed. A total of 183 first-year and 38 second-year students, 17 dropouts or transfers and 26 graduates were studied. Information was collected from high school records and job evaluation forms completed by students, graduates, college supervisors, and employers. The employers and college supervisors in general rated all student employees high in integrity, dependability, cooperation, courtesty, personal appearance, attitude, and emotional stability and average in initiative, judgment, and leadership. Both college supervisors and employers rated them lower on skills than on general traits. Employers indicated that 95 percent of the on-the-job training students would be acceptable as permanent employees. The majority of students indicated a preference for a 2-year program although one-third were interested in a course of more than 2 years. Of the graduates, only 11.5 percent were employed outside of agriculture. Over one-half remained as permanent employees at their on-the-job training station. The average annual salary of the 13 reporting it was $5,746. They rated on-the-job training and course work in agriculture as the most valuable part of the training program. Nearly three-fourths indicated they would like additional training in the field in which they specialized. A secondary school record form, study evaluation forms, and other related information are included. (WB)

VT 000 773 ED 018 547
Occupational Competency Tests, Procedures and Instructions for Construction or Revision.

Ohio State Dep of Educ, Columbus. Trade and Ind Educ Serv
Pub Date - 62
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*TRADE AND INDUSTRIAL EDUCATION, EVALUATION, *TEST CONSTRUCTION, *OCCUPATIONAL TESTS, TESTING, PERFORMANCE TESTS,

This will serve as a guide to those who undertake the assignment of writing an occupational competency test in a specialized field, working in collaboration with a teacher educator, faculty advisor, or other qualified staff member. Information is given on the purpose and nature of occupational competency tests, test development procedures, test construction, test administration procedures, and evaluation of test results. A bibliography of related readings which date from 1935 to 1960 is included. The appendix contains objectives in selecting suggested performance jobs, suggestions and examples for the test writer, instructions for examiners, rating sheets, and samples of test types. (EM)

VT 000 895 ED 018 551
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah, A Special Industrial Education Research Project.

Bartel, Carl R. * Loveless, Austin G.
Utah State Board of Education, Salt Lake City. Res. Div.
Pub Date - Jun66
EDRS PRICE MF-$0.75 HC-$6.56 162p.

*INDUSTRIAL EDUCATION, STUDENT OPINION, *SCHOOL SURVEYS, SURVEYS, HIGH SCHOOLS, *PROGRAM ATTITUDES, EMPLOYER ATTITUDES, PARENT ATTITUDES, TEACHER ATTITUDES, ADMINISTRATOR ATTITUDES, COUNSELORS, *INDUSTRIAL ARTS, *TRADE AND INDUSTRIAL EDUCATION, PROGRAM EVALUATION, TEACHER QUALIFICATIONS,
Utah,

To ascertain the present status of and the need for industrial education in the 40 school districts in Utah, data were obtained during the 1964-65 school year from all except the Murray district. Interviews and questionnaires were used to collect data from 81 junior high schools and 74 senior high schools without trade and industrial programs, 20 senior high schools with such programs, 1,032 parents of junior high industrial arts students, 1,304 parents of senior high industrial arts students, 168 parents of trade and industrial students, 1,289 junior high industrial arts students, 1,729 senior high industrial arts students, 362 trade and industrial students, 129 junior high industrial arts teachers, 183 senior high industrial arts teachers, 28 trade and industrial teachers, plus a number of parents and students in a special vocational program. Some type of industrial arts offering is available in all secondary schools in the 40 districts. Thirty-eight trade and industrial courses were offered in 13 school districts. Of the 38 courses, 15 were auto mechanics. Other subjects taught were carpentry, drafting, machine shop, welding, electronics, vocational metals, auto body, and meat cutting. Recommendations include--(1) The purposes and objectives of industrial arts and trade and industrial programs must be more adequately stated and disseminated, (2) Industrial arts courses should be a prerequisite to all trade and industrial courses offered in the high school, and (3) A more concerted effort must be made in developing, coordinating, and using adequate courses of study. Data are included for all aspects of the study in 113 tables. (EM)

VT 001 235 ED 017 645
Business Education Standards.

Pennsylvania State Dept. of Public Instruction, Harrisburg
Pub Date - Mar66
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*BUSINESS EDUCATION, *BUSINESS SUBJECTS, *STANDARDS, TYPEWRITING, STENOGRAPHY, BOOKKEEPING, OFFICE MACHINES, ARITHMETIC, *STUDENT EVALUATION,

Standards or "criteria for measuring the quality and quantity of production" which students should achieve before entering the labor market are suggested for typewriting, shorthand, bookkeeping, office machines, and arithmetic. These can be used to help determine grades for each marking period, to show students what will be expected of them in a business office and as a basis for recommending students for employment. (PS)

VT 001 264 ED 016 042
An Evaluation of the Farm Labor Supervisor Training Program in California.

McClay, David R.
California Univ., Davis. Dept. of Agricultural Education
Research Monograph-3
California State Dep of Educ, Sacramento. Bur of Agr Educ
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.68 17p.

*PROGRAM EVALUATION, *CURRICULUM EVALUATION, *AGRICULTURAL LABORERS, SEASONAL LABORERS, BRACEROS, *SUPERVISORY METHODS, SUPERINTENDENTS, *CREW LEADERS, EDUCATIONAL PROGRAMS, INTERVIEWS, QUESTIONNAIRES, AGRICULTURAL EDUCATION,
California,

A reduction of the foreign farm work force in California and subsequent increase of the domestic work force created a need for training farm foremen. Development of a course guide and a workshop for teachers preceded the 24 courses conducted to train 420 foremen who supervised 20,000 workers. The objectives of this study were to determine if supervisory skill and productivity were increased, worker turnover was decreased, accidents were reduced, employers approved continuation of courses, and improvements were needed. Personal interviews were conducted with 25 randomly selected foremen who had attended supervisory courses in 5 randomly selected schools and their employers. It was concluded that foremen had increased their supervisory skill as a result of the course, worker turnover decreased, productivity increased, safety may have improved, and that the courses should be continued. The report outlines several recommendations for the state supervisors, teacher educators, and local teachers to follow in improving the program. The appendix includes interview schedules for foremen and employers. (JM)

VT 001 391 ED 018 571
Instrument for Evaluating a Department of Vocational Agriculture.

Pennsylvania St Dep of Pub Instr, Harrisburg. Agr Ed Sect
Pennsylvania State Univ, University Park. Dept of Agr Ed.
Pub Date - 65
EDRS PRICE MF-$0.25 HC-$0.56 12p.

*VOCATIONAL AGRICULTURE, *PROGRAM EVALUATION, PROGRAM PLANNING, TEACHING PROGRAMS, SUPERVISED FARM PRACTICE, YOUTH CLUBS, PHYSICAL FACILITIES, PUBLIC RELATIONS, TEACHER ADMINISTRATOR RELATIONSHIP, WORK EXPERIENCE, *EVALUATION CRITERIA, An evaluation team may use this instrument in identifying strengths and weaknesses in a department of vocational agriculture. Instructions on preparing for the evaluation, inviting participants, and distributing summaries are included. Sections are included for different aspects of the program--(1) maintaining relationships with the school personnel, (2) planning and developing a vocational agriculture program, (3) organizing for teaching, (4) developing supervised farming programs and occupational experiences, (5) advising the Future Farmers of America program, (6) providing agricultural mechanics training, (7) supervising the young-adult program, (8) administering physical facilities of the department, and (9) promoting public relations in vocational agriculture. Space for summarizing the appraisal is provided. Each section includes a guiding principle and space for recording specific facts and figures, selected trends, and results, and recommendations or commendations. (JM)

VT 001 428 ED 016 047
A Study of the Practical Nursing Programs in Vermont.

Carr, Ruby C.
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$6.48 160p.

*PRACTICAL NURSES, *PROGRAM EVALUATION, *PROGRAM PLANNING, *HEALTH OCCUPATIONS EDUCATION, SURVEYS, PROGRAM COSTS, STUDENT COSTS, GRADUATE SURVEYS, TEACHER QUALIFICATIONS, FEDERAL LAWS, STATE LAWS, QUESTIONNAIRES, PROGRAM DESCRIPTIONS,
Vermont,

The purpose of the study was to review the entire practical nursing program and to make recommendations for its long-term organization and objectives. An ad hoc advisory committee of 12 professional nursing personnel assisted the Supervisor of Health Occupations in conducting the study. Practical nursing programs in the state and nation were reviewed concerning curriculums, staffing, contractual agreements, finances, and inservice programs. Relevant information included in the the report concerned (1) the history of practical nursing, (2) purpose, membership, and related information on four professional nursing organizations, (3) state and federal legislation affecting practical nurse education, (4) the functions of the graduates of the Fanny Allen Memorial School for Practical Nurses, (5) a brief history of the Thompson School and the Fanny Allen Memorial School for Practical Nurses, (6) an analysis of the practical nursing program and student costs, (7) state teacher requirements, and (8) a list of contractual agreements with hospitals to serve either as schools or cooperating units providing the use of clinical facilities. The Supervisor recommended (1) an intensive recruitment program, (2) scholarships and loans for students, (3) a plan for administration and organization, (4) short-term workshops for practical nursing instructors, (5) continuing curriculum study and development, (6) state and federal financing of personnel services for programs, (7) addition of other facilities to provide student experiences, and (8) eventual placement of practical nurse education into and through the public school system. The Supervisor's monthly reports and the minutes of the advisory committee meetings are included. (PS)

VT 001 597 ED 018 597
Santa Cruz County Schools Student Follow-Up Survey, A Manual for Use By Administrators, Counselors, Teachers, and Data Processing Personnel.

Santa Cruz County Board of Education, Calif.
Pub Date - Apr66
EDRS PRICE MF-$0.25 HC-$1.08 25p.

*ADMINISTRATOR GUIDES, *GRADUATE SURVEYS, *QUESTIONNAIRES, PROGRAM ADMINISTRATION, *VOCATIONAL FOLLOWUP,

A federal requirement specifies that each school district must followup each student who completes a program financed under Public Law 88-210. A committee of representatives from five secondary and post-secondary schools within the county developed a survey form and procedures for obtaining data required by the federal government and, in addition, data concerning all graduating students for use in evaluating the curriculum and the counseling program and for planning future curricular needs. Two surveys were developed--the "Student Followup Preliminary Questionnaire" to be given to graduating high school seniors in the spring, and the "Student Followup Questionnaire." The instrument was made compatible with the county's IBM data processing system. Instructions for administering the questionnaires, the instruments, and a sample report form are included. (PS)

VT 002 026 ED 016 784
Secondary Students' Mathematics Competencies in Relation to Employment Tests.

Landis, William Harper
University of Southern Calif., Los Angeles. Sch. of Educ.
Pub Date - 67
EDRS PRICE MF-$0.75 HC-$7.96 197p.

DOCTORAL THESES, *MATHEMATICS, *SCREENING TESTS, EMPLOYERS, TERMINAL STUDENTS, *HIGH SCHOOL STUDENTS, *JOB APPLICATION, COMPARATIVE ANALYSIS, MATHEMATICAL EXPERIENCE, California,

The purpose of this study, a doctoral dissertation, was to determine if there was a measurable difference of success shown on the mathematics section of employer's screening tests between matched groups of terminal secondary students who varied in high school mathematics experience. A sample of 45 employers, representing approximately 35 percent of the available entry jobs in a 13-county area of California, supplied job applicant cards from which a sample of 2,018 terminal secondary students was selected. Groups within this sample were matched on the basis of sex, socioeconomic level, academic aptitude, reading and mathematics achievement level, age, years of high school, and semesters of mathematics. Conclusions included--(1) Structured mathematics experiences were significantly more effective in preparing youth to pass employer mathematics tests than traditional, occupational, or general mathematics experiences, (2) Traditional college preparatory mathematics experiences were not significantly more effective than general, occupational, or no mathematics experiences, (3) For males, structured mathematics experiences were not significantly more effective than occupational mathematics experiences, (4) For females, structured mathematics experiences were not significantly more effective than traditional or no mathematics experiences. Recommendations concerned (1) adopting structured mathematics as the unifying format of mathematics instruction in the schools, (2) identifying mathematics skills used in specific jobs in commerce and industry, and (3) implementing a followup of this study and research on experimental methodologies, correlation of mathematics instruction and job needs, and experimentation with hiring procedures to differentiate between trainability for job competence and academic ability. (EM)

VT 002 250
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College, A Study Covering the Graduates of Twin Valley High School from 1957 to 1966.

Gibson, Francis R.
Pub Date - Dec66
MF AVAILABLE IN VT-ERIC SET. 39p.

*APTITUDE TESTS, *PREDICTIVE ABILITY (TESTING), *ACADEMIC ACHIEVEMENT, *HIGH SCHOOL STUDENTS, COLLEGE STUDENTS, HIGH SCHOOL GRADUATES, DROPOUTS, GRADES (SCHOLASTIC), POST SECONDARY EDUCATION, OCCUPATIONS, TEST RESULTS,
Differential Aptitude Test, Twin Valley, Minnesota,

The purpose of the study was to determine the reliability of high school freshman scores on the Differential Aptitude Test (DAT) to predict high school achievement level, performance level on subsequent aptitude tests such as the Minnesota Scholastic Aptitude Test (MSAT) administered to all juniors, achievement level in post-high school education, vocations of graduates, and achievement level of dropouts in relation to graduates. Results of the MSAT and junior and senior high school rank were used to judge the effectiveness of the DAT Verbal Reasoning and Numerical Ability Total as the predictive criterion on 280 of 304 Twin Valley graduates from 1959 through 1966. In the performance on subsequent tests and grades-earned criteria, the DAT predictor seemed to function as a reliable index of future achievement. It was statistically significant also when compared to college achievement as shown by grade point average. Those in the highest achievement level on the DAT secured more education beyond high school, and their occupations tended to be more on the professional level than those of lower achievement groups. From 64 to 70 percent of the dropouts scored in the low achievement group of the DAT predictor. The DAT predictor seemed to function as a reliable index of future achievement. Grade performance data are included for bookkeeping and stenographic students. Other data and results are presented. (PS)

VT 003 680 ED 014 585
Validity Extension Data on the General Aptitude Test Battery.

Droege, Robert C.
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS. 5p.

*APTITUDE TESTS, *PREDICTIVE VALIDITY, PRINTING, GRADE 9, STUDENT EVALUATION,
General Aptitude Test Battery,

Aptitude maturation research completed in 1959 made it possible to extend the use of the General Aptitude Test Battery (GATB) to educational vocational counseling of ninth and 10th graders. In an effort to extend its use further, this study was made to determine the extent to which the occupational test norms validated on adult samples predict the success of high school students in vocational courses. A test composite developed in 1953 was given to 70 ninth grade students enrolled in a vocational printing course primarily concerned with hand composition. The students were tested with the entire GATB at the time of school entry. Upon completion of their first year of the printing curriculum, they were rated by course instructors on a 12-item descriptive rating scale specifically designed for the study. The correlation between the aptitude norms, adjusted on the basis of aptitude maturation, and a dichotomized criterion of instructor ratings was significant at the 0.01 level, the same level as that in the 1953 study. This article is published in "Vocational Guidance Quarterly," Autumn 1965. (JK)

VT 003 702   ED 016 824
An Evaluation Plan for the Greene Joint Vocational School.

Rosenfeld, Michael
American Institutes for Research, Pittsburgh, Pa.
Pub Date - Sep67
EDRS PRICE MF-$1.00 HC-$8.44 209p.

*PROGRAM EVALUATION, CURRICULUM EVALUATION, *AREA VOCATIONAL SCHOOLS, *EVALUATION TECHNIQUES, *VOCATIONAL EDUCATION, QUESTIONNAIRES, *EDUCATIONAL OBJECTIVES, Greene Joint Vocational School,

The purposes of this project were to (1) develop a set of objectives which accurately reflected the tasks the school would like to attempt and the outcomes needed in order to view the school as successful, and (2) develop a set of instruments and a plan for gathering data which would allow the staff to evaluate and determine the achievement of each of their objectives. The plan was designed to be carried out by the school staff with minimal assistance from outside specialists. Greene Joint Vocational School objectives, as set forth by the school staff, are grouped according to the element they are intended to serve--students, feeder schools, adults, staff, employers, and community. For each objective, there is a list of data to be collected, with the source identified. Data summary sheets identify the items to be used to assess each objective. An evaluation plan contains a description and explanation of the manner in which the assessment items can be used and specifies who should fill out the item, the time it should be administered, the individual responsible for summarizing the data, and the action to be taken. Evaluation forms to be completed by students, graduates, adult graduates, employers, staff, and community groups are included. Copies of data summary sheets and evaluation forms are included. (MM)

VT 004 295   ED 016 850
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area. Final Report.

McFadden, Dennis
Ohio State Dep of Educ, Columbus. Trade and Ind Educ Serv
Pub Date - Aug67
EDRS PRICE MF-$0.75 HC-$5.36 132p.

*PRINTING, *TRADE AND INDUSTRIAL EDUCATION, *STUDENT EVALUATION, *PERFORMANCE TESTS, *ACHIEVEMENT TESTS, TEST RELIABILITY, TEST VALIDITY, STUDENT TESTING, NATIONAL COMPETENCY TESTS, GRADE 12, TASK PERFORMANCE, ACHIEVEMENT, TEST CONSTRUCTION, PERSONNEL EVALUATION, Ohio Printing Achievement Test, Ohio Printing Performance Test,

The purpose of this pilot project was to develop and validate tests to assess student achievement in twelfth grade vocational printing programs. The Ohio Printing Achievement Test and a new test developed by the project, the Ohio Printing Performance Test, were administered to a sample of students who were nearing completion of the 4-year vocational printing course in 77 high schools in 29 states and the District of Columbia, and national norms were established. A Job Performance Criterion Measure was developed with which to validate the two achievement measures, and measures of job performance were obtained from the job supervisors of graduates who had participated in the norming administration. It was concluded that the three tests were valid and reliable and that vocational graduates who entered printing occupations had significantly greater mean level of achievement than the total norm group. A list of references, a suggested printing course outline, the job performance rating scale, a list of participating schools, and multiple regression analysis tables are included. This document is available for $2.50 from Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210. (EM)

VT 004 335 ED 016 851
An Evaluation Plan for Business Education Programs in High Schools. South-Western Monographs in Business and Economic Education, Number 109.

Wyllie, Eugene Donald
Pub Date - Sep63
EDRS PRICE MF-$0.25 HC-$1.68 40p.

*BUSINESS EDUCATION, HIGH SCHOOLS, *PROGRAM EVALUATION, RATING SCALES, *EVALUATION TECHNIQUES, *EVALUATION CRITERIA,

This plan was developed from a doctoral study with the cooperation of members of the Indiana Business Education Association. It was used for evaluation purposes in 25 high schools and revised. The evaluation instrument consists of nine sections with subsections--(1) Curriculum, (2) Instructional Content, (3) Instructional Activities, Methods, and Procedures, (4) Instructional Materials, (5) Guidance, (6) Extraclass Activities, (7) Home, Business, and Community Relations, (8) Physical Facilities and Equipment, and (9) Staff. Each subsection is introduced by a criterion followed by a series of check-list items which are specific statements of optimum conditions, practices, and characteristics relating to the comprehensive general criterion. Each staff member is required to make an individual evaluation on specific points of each subsection and a general, overall evaluation of the whole subsection. The entire staff, meeting together, then evaluates both the specific items and each subsection as a whole. A departmental profile is then constructed in graphic form as a summary of all evaluations made of all 27 subsections. (PS)

FACILITIES AND EQUIPMENT SECTION

VT 000 519   ED 017 627
Space and Equipment for Homemaking Education, California High Schools.

Vander Griend, Maurine * Price, Cora N.
California St Dep of Ed, Sacramento. Bureau of Homemaking Ed
Pub Date -   64
EDRS PRICE MF-$0.50 HC-$3.16   77p.

*EDUCATIONAL EQUIPMENT, *HOMEMAKING EDUCATION, *HIGH SCHOOLS, *EDUCATIONAL FACILITIES, *PROGRAM PLANNING,

Changes and developments affecting home and family living require changes in the curriculum and, consequently, in facilities. An advisory committee of homemaking teachers helped to develop this information designed to assist architects, local school administrators, homemaking teachers, and others in planning space and facilities. Consideration is given to the philosophy of homemaking education, cooperative planning, administrative decisions, educational specifications, principles of flexibility, and trends in today's society. The specific needs of homemaking education dictated by its elements, the contemporary curriculum, family and community relationships, home management and homemaking skills, and varied instructional activities, arrangement, equipment, and supplementary materials are given for general facilities such as (1) a demonstration, discussion, and study area and materials center, (2) a workroom, and (3) general classroom storage. Similar information is given for each aspect of instruction such as family relationships, child development, family health, foods and nutrition, clothing and textiles, laundry housing and home furnishings, and management. Floor plans, drawings, specifications, lists of equipment, a work sheet, a bibliography, and an index are included. (MS)

VT 000 934   ED 017 639
Planning Vocational Agricultural Facilities.

Oregon State Dept. of Education, Salem.
Oregon State Univ., Corvallis
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$1.16   27p.

*VOCATIONAL AGRICULTURE, *EDUCATIONAL FACILITIES, *EQUIPMENT, *PLANNING, ADMINISTRATOR GUIDES, CLASSROOMS, LABORATORIES, FARM SHOPS, LIBRARY FACILITIES, SAFETY,

Information on planning and developing adequate and economical vocational agriculture facilities is presented for administrators, architects, and others. It includes (1) general considerations, (2) recommendations for classroom, laboratory, and library, (3) recommendations for farm mechanics shop, shop storage, and safety devices, (4) examples of scientific color systems, (5) suggested lists of equipment for farm shop, classroom, and laboratory, (6) a list of greenhouse, nursery, and orchard equipment, and (7) plans for library, shop, and storage equipment. Alternate examples of floor plans are included. Many of the principal features are illustrated with photographs. (JM)

VT 001 236
Standards for Eye Protection in Public Schools.

Texas State Dept. of Health, Austin
Pub Date - Jun65
MF AVAILABLE IN VT-ERIC SET 22

*EYES, *STANDARDS, *SCHOOL SAFETY,

The basis for these standards was the American Standards Association code Z2.1-1959. Aspects discussed are--(1) Purpose and Scope, (2) Exceptions, (3) Definitions, (4) General Requirements, (5) Eye Protectors, and (6) Materials and Methods of Test of Protectors. A table to facilitate selection of eye- and face-protective devices is included. (EM)

VT 001 269
Safety in the Drafting Room. Safety Education Data Sheet, no. 95

Noll, Robert F.
National Safety Council, Chicago, Ill.
Pub Date - 64
MF AVAILABLE IN VT-ERIC SET 4p.

*SCHOOL SAFETY, *ACCIDENT PREVENTION, *DRAFTING, *INDUSTRIAL ARTS, *SCHOOL SHOPS,

School shop teachers are growing more safety conscious and increasingly aware that they may be legally liable for injuries in schools. Little information is available on accident rates and recommended safety practices in school drafting rooms. Thirty teachers responded to a survey of 45 Arizona high school drafting teachers. Twenty-two taught safety as the need arose and recalled accidents involving minor injuries in their classes. These teachers listed room environment, classroom equipment, individual drafting equipment, and student behavior as hazards. Some administrative responsibilities are provision of adequate facilities and provision of competent teachers. Teacher responsibilities include--safe positioning of equipment, provision of emergency plans, and maintenance of proper discipline. Some student responsibilities are proper use of factilities and equiment, avoidance of horse play, and caution in handling chemicals. This article is a reprint from "Safety Education," March 1964 and is available as 429.04-95 for 68 cents from National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611. (EM)

VT 001 484 ED 017 653
Office Machines Used in Business Today, An Annotated and Classified Bibliography for the Years 1938 through 1964.

Cook, Fred S.
Wayne State Univ., Detroit, Mich.
Pub Date - Jan65
EDRS PRICE MF-$0.25 HC-$1.76 42p.

*ANNOTATED BIBLIOGRAPHIES, *OFFICE MACHINES, *BUSINESS EDUCATION, OFFICE OCCUPATIONS EDUCATION, OFFICE PRACTICE, HIGH SCHOOLS, BUSINESS, OFFICE OCCUPATIONS,

Business educators contemplating changes in their office machines equipment or curriculum at the secondary level may use this bibliography which was developed as part of a research project to determine the specific number and types of office machines in a typical business community, the types of equipment that will be purchased within the next few years, and the training demanded by the employing community of prospective employees. The 218 annotated entries are classified as analysis, business schools, calculators, concepts, course of study, criticisms, cooperation with business, distributive education, automation, equipment, experiments, future, government, history, mental capacity, business, management, measurement, teachers, philosophy, recommendations, research, secondary education, surveys, standards, trends, and training. Books, monographs, periodicals, master theses, dissertations, and state and university publications are included. (PS)

VT 002 895   ED 017 664
A Guide for Equipping Industrial Arts Facilities.

American Ind Arts Assn, Washington, D.C. Equip Guide Comm
Pub Date -   67
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.   210p.

*INDUSTRIAL ARTS, *HAND TOOLS, *EQUIPMENT, GUIDES,

School architects, administrators, planners, and industrial arts supervisors and teachers may use this guide in planning, revising, and evaluating facilities. In the first part, hand tools, machines, and general equipment are listed for (1) Auto and Power Mechanics, (2) Ceramics, (3) Drafting, (4) Electricity-Electronics, (5) Elementary, (6) General Shop, (7) Graphic Arts, (8) Metalworking, (9) Plastics, and (10) Woodworking. Information for each item of equipment includes (1) instructional level, (2) a code number cross reference to the equipment specifications, (3) item name, and (4) quantity needed for 24 students. The second part, equipment specifications, includes items of equipment arranged alphabetically and numbered chronologically, the area in which the item is used, and, in most cases, basic sizes, dimensions, capacities, and safety considerations where they apply. Price lists of American Standards for Safety and American Standards on Consumer Goods are included. This document is available for $4.75 from American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (EM)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 000 684   ED 018 546
Working with Low-Income Families. (Proceedings of the AHEA Workshop, University of Chicago, March 15-19, 1965).

American Home Economics Assn., Washington, D.C.
Pub Date - 65
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS. 239p.

*WORKSHOPS, SPEECHES, *LOW INCOME GROUPS, *HOME ECONOMICS, WELFARE SERVICES, POVERTY PROGRAMS, DISADVANTAGED YOUTH, VOCATIONAL EDUCATION, VOCATIONAL REHABILITATION, HEALTH NEEDS, COMMUNITY ACTION, HOMEMAKING EDUCATION, CONSUMER ECONOMICS, RURAL AREAS, WELFARE, FAMILY LIFE, *ECONOMIC DISADVANTAGEMENT, *FAMILY (SOCIOLOGICAL UNIT), CHILD REARING, VALUES,

Appalachia, Hartford, Connecticut, AFL CIO Community Service, North Carolina Fund, Dallas, Texas,

Work with low income families has been art of the basic philosophy of the American Home Economics Association (AHEA) since its inception. A national workshop was attended by State department of education and U.S. Office of Education personnel, teacher-educators, extension workers, social workers, and persons with related interests. Texts of the following speeches are given--(1) "Our Charge--This Week and Tomorrow" by Francena L. Nolan, (2) "Poverty Amidst Affluence--An Overall View of Poverty in Contemporary American Society" by Paul A. Miller, (3) "Changing the Culture of the Disadvantaged Student" by Allison Davis, (4) "Consumption Choices and Poverty" by Oscar Ornati, (5) "Child Rearing and Family Life Patterns for the Very Poor--Implications for Home Economists" by Catherine S. Chilman, (6) "Value Orientation of a Culture of Poverty--The Southern Applachian Case" by Thomas R. Ford, (7) "Social Institutions" by William G. Stucky, (8) "Poverty and Welfare" by Alton A. Linford, (9) "Some Challenges of Contemporary Health Needs" by Pauline G. Stitt, M.D., (10) -The North Carolina Fund" by William H. Koch, Jr., (11) "Homemaking Education for Needy Families in the Dallas Community" by Jerline Kennedy, (12) "Homemaker Teacher Assists Low Income Families in Hartford, Connecticut" by Elizabeth W. Gassette, (13) "Consumer Problems of Low Income Families" by Esther Peterson, (14) "Rural American Needs Home Economists" by John A. Baker, (15) "Public Welfare and the Home Economists" by Ellen Winston, (16) "The Consumer Counseling Program of AFL-CIO Community Service Activities" by Paul Mendenhall, (17) "Community Action" by Robert I. Shackford, (18) "The Outreach" by Francena L. Nolan, (19) "AHEA's Opportunity and Responsibility" by A. June Bricker, and (2) "The Challenge--New Careers for the Poor" by Frank Riessman. This document is available for $1.50 from American Home Economics Association, 1600 Twentieth Street, Washington, D.C. 20009. (MS)

VT 000 910   ED 018 552
Industrial Arts and High School Dropouts, A Report Prepared at the Request of the Honorable Dallas Wolfe, State Senator, 15th District for the West Virginia Senate Education Committee.

Brennan, Thomas J.
Pub Date - Mar63
EDRS PRICE MF-$0.25 HC-$1.04 24p.

*INDUSTRIAL ARTS, *DROPOUTS, DROPOUT PROBLEMS, *EDUCATIONAL IMPROVEMENT, DROPOUT CHARACTERISTICS, CURRICULUM, *EDUCATIONAL PROBLEMS, VOCATIONAL EDUCATION, HIGH SCHOOLS, West Virginia,

Several proposals for alleviating the dropout problem are presented. Students leave school because of failure and retardation in school, dislike of school, home circumstances, marriage, conflicts with teachers, feelings of rejection, need to work, military service, and health. While in school, the potential dropout is usually shunted into a curriculum area where he causes the fewest administrative problems, and unless he suceeds there, he probably gives up and leaves school. Vocational education as a solution to the dropout problem is not feasible because the small schools of West Virginia cannot support broad vocational programs. A review of recent studies led to no concrete evidence of the value of any nonacademic subject over other subjects in holding power. Published statements and personal contacts with a representative number of educators indicated the possibility that industrial arts could have holding power. An industrial arts program can be structured to serve all students. Proposals are--(1) A broad general shop program should be implemented in junior high schools, (2) General shops in high schools should be adequate so that all who desire can enroll, (3) Unit shops should be established where students' needs justify them, (4) Adequate funds should be provided, and (5) A state supervisor of industrial arts should be appointed to see that these provisions are carried out in each district. (EM)

VT 001 008 ED 017 642
The South Dakota Secondary School Dropout Population, 1963-1964.

South Dakota State Dept. of Public Instruction, Pierre.
Pub Date - Sep65
EDRS PRICE MF-$0.25 HC-$1.24 29p.

*DROPOUT CHARACTERISTICS, *DROPOUT RATE, *HIGH SCHOOL STUDENTS, *STUDENT ATTITUDES, *ADMINISTRATOR ATTITUDES,

South Dakota,

In 1963 the secondary school enrollment for grades 9 through 12 was estimated to be 44,724. Approximately 1,490 secondary school students, or about 3.3 percent of the total school population, terminated their education before high school graduation. Open-ended questionnaires were sent to selected public high schools and all the county superintendents of schools in South Dakota. Reasons for dropping out as reported by students and school authorities were studied. The dropout population was described by sex, age, grade at the time of school severance, and Indian and non-Indian population. School environment, followed by personal and economic reasons were the most frequent reasons given by students for dropping out of school. They accounted for approximately 70 percent of student reasons. The predominant reasons for boys were school environment (35.5), economic (13.7), military service (11.5), and academic potential (10.6). The predominant reasons for girls were personal (43.2) and school environment (21.5). (PS)

VT 001 399 ED (See Sep '68 RIE)
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth. Final Report, Part II, Discussion Guide to the Problems of the Culturally Deprived--An Introduction for Teachers and Counselors.

Whiteley, John M. * Wientge, King M.
Washington Univ., Saint Louis, Mo.
University College Research Pub-8
Metropolitan Saint Louis Plans for Progress Companies, Mo.
Pub Date - Oct65
EDRS PRICE MF-$0.50 HC-$3.28 80p.

*CULTURALLY DISADVANTAGED, CULTURAL DISADVANTAGEMENT, CULTURAL FACTORS, *LITERATURE REVIEWS, EDUCATIONAL PROBLEMS, EMPLOYMENT PROBLEMS, *PERSONALITY, *PSYCHOLOGICAL EVALUATION, *EDUCATIONAL PROGRAMS, GROUP DISCUSSION,

Developed out of a workshop conducted during the summer of 1965, this guide provides introductory information in areas pertinent to the study of the culturally deprived youth, raises questions for discussion or future exploration, examines some aspects of fair employment for minority groups, and supplies a relevant bibliography. A comprehensive review of the literature is presented on (1) the effect of cultural disadvantagement on the personality structure, (2) the intellectual effects of cultural deprivation, (3) the problems of psychological assessment of culturally deprived children, and (4) sources of educational programs for alleviating deprivation, with focus on the climate within the community, the home environment, and the relation of the problem in general to socioeconomic status. Findings reported in the four areas which are applicable to employment in business and industry are included. A summary lists descriptive terms of the personality and intellectual deficiencies of and guidelines of behavior for effective and efficient human relations with culturally deprived minority groups. Questions for discussion and a bibliography follow each subject area. (PS)

VT 001 402 ED 018 572
A Study of Dropouts in Texas and Minnesota.

Knudson, Clinton H.
Texas Study of Secondary Education, Austin
TSSE Research Bull-39
Pub Date - Feb64
EDRS PRICE MF-$0.25 HC-$1.48 35p.

DROPOUT PROBLEMS, *DROPOUTS, *DROPOUT CHARACTERISTICS, SURVEYS, HIGH SCHOOLS, DROPOUT PREVENTION,

Texas, Minnesota,

The purposes of this cooperative study were to learn (1) whether potential dropouts can be identified by definite characteristics, (2) the type of guidance successful in holding students in school, (3) reasons students give for dropping out of school and the grades and at which ages they drop out, and (4) the scholastic ability of the dropouts. Questionnaires were returned by principals and counselors in 181 randomly selected schools in Minnesota and 105 in Texas. The dropout rate in both states was decreasing. Findings showed that more boys than girls dropped out and that the 10th or 11th grade, or age 16, was the most frequent dropout time. Dropouts usually had undesirable home environments,poor attendance records, little participation in extracurricular activities, and, often, low ability, although not necessarily failing. Counselors felt that most of their success in working with dropouts was by individual counseling and guidance. Work and marriage were frequent reasons given for leaving school. Some conclusions were that the schools must continue to lessen dropout numbers by expanding guidance, broadening the curriculum by including nonacademic courses and job training, establishing technical schools, and encouraging extracurricular participation. Reports of other dropout studies and a bibliography are included. (MS)

VT 001 471   ED 018 581
Investment in Poor People, Seminar on Manpower Policy and Program (Washington, D.C., April 13, 1966).

Schultz, Theodore W.
Manpower Administration (DOL), Washington, D.C.   FGK45110
Pub Date - Feb67
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*POVERTY PROGRAMS, *MANPOWER DEVELOPMENT, *ECONOMIC PROGRESS, *ECONOMICALLY DISADVANTAGED, *SKILLED LABOR, MANPOWER UTILIZATION, ECONOMIC DISADVANTAGEMENT,

Seminar on Manpower Policy and Program

Workers are productive agents. Their economic productivity is enhanced by investment in them. The investment approach is not only a useful but a very powerful organizing concept for policy and programing. By using it, one can identify major malinvestments that are a consequence of public policy such as--(1) In agriculture, too much has been invested in land, relative to what has been invested in farm people, in terms of the social rate of return, (2) In industry, the tax investment credits are for equipment and structures rather than for economically useful industrial skills, and (3) In schooling and other investments in people, the underinvestment is patently most serious in the case of the poor. The country no longer supports the old utility-of-poverty doctrine, which held that poverty is a useful, necessary, and good thing in society. However, provision for today's strong demand for more productive capacity is limited by obsolete manpower thinking. It is also limited by educational malinvestment which results in low earning capabilities. Such malinvestment is caused by (1) institutions such as schools, the structure of the economy, and the functioning of the capital market which discriminate against particular classes of people, (2) demographic factors, and (3) economic growth beyond the education rate. The economic growth increases the demand for high skills. What needs to be understood are inputs of physical sort which are complements of high skills, their relationship, and their substitution for unskilled labor and old forms of capital. The opportunities to invest in man are often better than in reproducible material things, and the investment opportunities in man are better in poor people than in the middle class and rich people. It is precisely in poor people in the United States where the best unexhausted investment opportunities exist. A transcript of a discussion period is included. (SL)

VT 001 516   ED 018 586
Virginia Secondary School Dropouts, 1962-63. A Research Contribution to Educational Planning, Number 1.

Graybeal, William S.
Virginia State Board of Educ, Richmond. Div of Educ Res.
Vol-47-No-2
Pub Date - Aug64
EDRS PRICE MF-$0.25 HC-$1.84 44p.

*DROPOUTS, *DROPOUT RESEARCH, *HIGH SCHOOLS, *DROPOUT CHARACTERISTICS, *STATISTICAL DATA,

Virginia,

The State's 15,170 dropouts in grades 8 through 12 in 1962-63 represented 5 percent of the high school pupils enrolled but a 0.5 percent decrease from the 15,813 dropouts in 1961-62. An analysis of data sheets obtained for 12,721 dropouts revealed--(1) The largest number dropped out at age 16 and from grade 8, (2) The dropout pattern suggested that the problem did not occur as a time of crisis in grade 8 but had about equal impact on each high school grade level, (3) Before age 16, more girls than boys dropped out, (4) 70.90 percent of the dropouts had an I.Q. between 80 and 109 measured by the California Test of Mental Maturity, (5) 89 percent of the male and 66 percent of the female dropouts had failed at least one subject, (6) 57 percent of the males and 40 percent of the females had been retained at least once, (7) The dropout percentage from the academic curriculum was 7.9 percent, the vocational curriculum, 17.5 percent, and general curriculum 69.2 percent, and (8) Primary reasons for dropping out, as reported by counselors, were subject difficulties, disciplinary problems, the desire to seek employment, parental indifference, and prolonged absence from school. Investigation of the relationship between the dropout rate and selected characteristics of the educational setting suggested that school holding power is influenced by the socioeconomic conditions surrounding the school more than by characteristics of the program being provided by the school. Recommendations for improving school holding power were (1) investigate local conditions, (2) review school standards, (3) improve pupil personnel services, and (4) experiment with program modification to provide improved learning experiences. (EM)

VT 001 533 MP 000 107
Job Corps Enrollee Applicant Medical Record Analysis and Screening. Progress Report.

Bio-Dynamics, Inc., Cambridge, Mass.
Pub Date - 22Jul65
EDRS PRICE MF-$0.25 HC-$0.60 15p.

*DISADVANTAGED YOUTH, *MEDICAL EVALUATION, *ELECTRONIC DATA PROCESSING, *VOCATIONAL EDUCATION, POVERTY PROGRAMS, FEDERAL PROGRAMS, ADMISSION CRITERIA, MEDICAL CASE HISTORIES, STUDENT APPLICATIONS, OUT OF SCHOOL YOUTH,

Job Corps,

Medical data from the records of 2,902 Job Corps applicants were coded, keypunched, and sorted by a computer program into "acceptable" and "questionable" groups in preparation for medical review. All of the early computer program decisions were reviewed, but subsequently the "acceptable" group were reviewed on a sampling basis following each revision of the program, while all of the "questionable" group were reviewed for medical judgments. Distribution of judgments was 83.3 percent approved, 4.1 percent waiver requested, 9.4 percent consultation requested, 1.5 percent disapproved, 1.7 percent psychiatric or administrative disqualification. The distribution of judgments clearly indicates that the greatest potential contribution of medical records analysis and screening is the development of specifications for constraints on assignments and activities of each aplicant. Also, the identification of problems requiring followup or special handling and notification of camp medical directors are important functions. (JK)

VT 001 618 ED 018 600
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.

New Jersey State Dept. of Education, Trenton
Pub Date - 3Nov65
EDRS PRICE MF-$0.25 HC-$1.00 23p.

*MENTALLY HANDICAPPED, UNSKILLED LABOR, PROGRAM DEVELOPMENT, PROGRAM COORDINATION, *SPECIAL EDUCATION, *WORK EXPERIENCE PROGRAMS, *PROGRAM GUIDES, SCHOOL INDUSTRY RELATIONSHIP, INSTRUCTOR COORDINATORS,

The general nature of the emloyment orientation program and the importance of safeguarding the trainees' educational objectives and personal safety are presented. This program is designed specifically for mentally retarded students and differs from other cooperative education programs in objectives and operational procedures. Of prime importance is the willingness of industry to accept such a program. The emphasis is on adjustment from full-time school to full-time employment in nonskilled occupations. Students must be at least 16 years old and interested in preparing for full-time employment. Cooperating employers and training stations must meet specific requirements set by the State Department of Education and Labor. The teacher-coordinator must meet the requirements of the vocational division and the Office of Special Education. The length of the program is determined locally and, ideally, half the student's time should be spent on the job and half in school. The related instruction program, presented in the school, should provide instruction in obtaining and holding a job, behavioral and social patterns, and skills required by the job. Local, state, and federal labor laws must be observed. Employer agreement forms, a list of teacher-coordinator responsibilities, and steps for organizing a cooperative employment orientation program in classes for the retarded are included. (MS)

VT 002 371 ED 016 063
Preparacion, Progreso, Porvenir. (Preparation for Progress to the Future).

Stouffer, Clayton L. * Callejo, Ricardo A.
Educational Television Station, KQED, San Francisco, Cal
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$7.12 178p.

*DISADVANTAGED YOUTH, *SPANISH SPEAKING, *VOCATIONAL EDUCATION, PILOT PROJECTS, MOTIVATION, PUBLIC RELATIONS, *EDUCATIONAL TELEVISION,

The objectives of this pilot program were to (1) motivate disadvantaged Spanish-surnamed youth to enter existing vocational training programs through the use of new television techniques and equipment in San Francisco and San Jose, and (2) develop a comprehensive evaluation design which would result in a program development handbook and an example program that would allow duplication of the series in other urban areas. The program series proposed would not provide specific on-air training programs but highly ego-supportive experiences and information. The materials to be developed include approximately 20 highly polished tape or film spot commercials, as many as 35 programs comprised of one to six subject segments, and selected illustration of programs. In the investigatory project, program guidelines and subjects were compiled from interviews with authorities on the target audience, a questionnaire administered to field contacts, a survey of youths in three cities, an in-depth recorded interview session, and advice from an advisory committee. The types of programs chosen were audience participation and those dealing with values and needs, teen culture, youths' relation to society, and the use of money. Programing would use talent from different ethnic groups, a program analyzer to pretest each program, and peer group viewing and discussion forums to test effectiveness. Periodic surveys would evaluate and compare programing in the two cities. There was no support available for the implementation of this proposal. The appendixes, about 150 pages, contain program guidelines and ideas, the equipment rationale, proposed budget, advisory committee list, research design, and target population statistics. (WB)

VT 002 722 ED 015 256
The Remedial Education Program, A Description of Its Structure, Curriculum Design, Courses of Study, and a Selected Sample of Tested Teaching Units.

Beck, Bertram M. * and others
Mobilization of Youth Inc., New York, N.Y.
Columbia Univ, New York. School of Soc Work Res Center
Pub Date - 66
EDRS PRICE MF-$2.25 HC-$23.20 580p.

*REMEDIAL INSTRUCTION, *OUT OF SCHOOL YOUTH, *DISADVANTAGED YOUTH, PROGRAM DESCRIPTIONS, *INSTRUCTIONAL MATERIALS, READING, WRITING, ENGLISH (SECOND LANGUAGE), MATHEMATICS, SOCIAL RELATIONS, DIAGNOSTIC TESTS, INSTRUCTIONAL STAFF, POVERTY PROGRAMS, FEDERAL ROGRAMS, NEGROES, PUERTO RICANS, CULTURAL EDUCATION, SOCIAL MOBILITY,

Neighborhood Youth Corps,

The program was established to help 16- to 21-year-old trainees in the Neighborhood Youth Corps overcome their deficiencies in English language skills, reading, and mathematics and improve their capacity for problem solving and self-instruction. They were assigned to the program for half of each work day, or 15 hours a week. On the basis of diagnostic test results, the trainee population was divided into subgroups of those who were non-English seaking, who had a functional command of conversational English but were lower than second-grade level in reading, who could read at the second- to low fourth-grade level, who could read at the fourth- to seventh-grade level, and who had skill high enough to prepare for the high-school equivalency examination. Class size was limited to seven in the first four groups and to 10 in the fifth group. A step-by-step individual skills-mastery program was planned for each trainee, each program prescribing methods, materials, and evaluation procedures to be used. This approach assured uniformity of educational treatment for all trainees with similar learning problems and permitted systematic evaluation of the effectiveness of various methods and materials. Additional materials were developed to supplement the core curriculum. Thematic materials and activities to strengthen the cultural identification of Negroes and Puerto Ricans and to promote harmony between them were incorporated. A social realities curriculum was designed to equip the trainee with the skills and attitudes needed to escape, both physically and emotionally, from the ghetto. The 17 appendixes contain diagnostic and instructional resource materials including the language proficiency test battery, basic reading skills resource materials, language workshop units, mathematics skills units, and the social realities material. (HC)

VT 003 361   ED 016 076
Survey of Terminees from Out-of-School NYC Projects, Summary.

Dunlap and Associates, Inc.
Pub Date -   May67
EDRS PRICE MF-$0.25 HC-$0.52   13p.

*DISADVANTAGED YOUTH, OUT OF SCHOOL YOUTH, FEDERAL PROGRAMS, POVERTY PROGRAMS, EMPLOYMENT STATISTICS, YOUTH EMPLOYMENT, *VOCATIONAL FOLLOWUP, *VOCATIONAL EDUCATION, EMPLOYMENT EXERIENCE, PROGRAM ATTITUDES, EDUCATIONAL EXPERIENCE,

Neighborhood Youth Corps,

Personal interviews of 1,416 Neighborhood Youth Corps (NYC) enrollees who terminated from 50 randomly selected out-of-school projects between January 1, 1966, and September 30, 1966, and secondary source data on an additional 572 terminees provided information on educational and work exeriences. Major findings were -- (1) Nearly 60 percent of the 1,988 terminees had been employed for some period of time since their termination from NYC, (2) Of those who worked, 70 percent of the males and 60 percent of the females had been employed for more than one-half of the time since termination, (3) Nearly 25 percent of all terminees had some schooling after leaving NYC, (4) Eighty percent reported that they liked the type of work they were doing, and (5) About 90 percent expressed satisfaction with their work experience in NYC. (PS)

VT 003 663   MP 000 201
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

Silverman, Leslie J.
Bureau of Social Science Research, Inc., Washington, D.C.   F
BSSR-369
Pub Date -   Mar67
EDRS PRICE MF-$0.50 HC-$2.36   59p.

SOCIOECONOMIC BACKGROUND, INDIVIDUAL CHARACTERISTICS, ADULT BASIC EDUCATION, *ECONOMICALLY DISADVANTAGED, *ADULT VOCATIONAL EDUCATION, RECRUITMENT, JOB PLACEMENT, PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, *COLLEGE PROGRAMS, MANPOWER DEVELOPMENT, VOCATIONAL COUNSELING, *EXPERIMENTAL PROGRAMS, DEMONSTRATION PROGRAMS, NEGROES, FOLLOWUP STUDIES, RURAL POPULATION, POVERTY PROGRAMS, FEDERAL PROGRAMS,

MDTA Programs, Project Uplift, Greensboro, North Carolina,

Project Uplift I, an experimental and demonstration project conducted during 1964-65, attempted to find effective ways to reach, recruit, train, and place disadvantaged rural adults. Basic education and training in eight occupational areas were offered to 153 adults. Followup data were provided by interviews with trainees 8 months after completing training, project staff, and community leaders. The training time, 20 weeks, was insufficient, and although the training was designed as preapprenticeship training, no systematic provision was made for trainees to enter apprenticeship programs. Skill training in some of the occupations was unrealistic in relation to labor market demands. Basic education and skill training were not interrelated and thus not maximally effective. Because of the rigidity of the project, few attempts were made to adapt the training to the range of abilities and needs possessed by the trainees enrolled. Training-related placements reflected, at best, upgrading of skills for those with prior training or experience. Generally, the project had a negative impact insofar as the deficiencies of the training were attributed to intrinsic deficiencies of the target poulation. Seven possible modifications for future experimental and demonstration projects are listed. (ET)

VT 003 666   ED 014 581
Handicapped Youth Experimental Training Fund. Final Evaluation.

Auld, W. David, Jr., comp.
Seattle Public Schools, Washington
Pub Date -   66
EDRS PRICE MF-$0.25 HC-$2.00   50p.

*HANDICAPPED STUDENTS, MENTALLY HANDICAPPED, VISUALLY HANDICAPPED, AURALLY HANDICAPPED, DEAF, BLIND, ORTHOPEDICALLY HANDICAPPED, EMOTIONALLY DISTURBED, EXPERIMENTAL PROGRAMS, EDUCATIONAL PROGRAMS, *WORK EXPERIENCE PROGRAMS, *SUMMER PROGRAMS, *PREVOCATIONAL EDUCATION, VOCATIONAL EDUCATION, SPEECH THERAPY, PHYSICAL THERAPY, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION,

Seattle, Washington,

The project provided prevocational classes, work-exerience training, and speech and physical therapy for handicapped students between June 20 and August 26, 1966. The handicapped included severly mentally retarded (35-50 IQ), educable mentally retarded (50-75 IQ), deaf and hard of hearing, blind and visually handicapped, orthopedically handicapped, and emotionally disturbed. The total program involved 478 students which included 274 who received pay for work experience. The project included (1) a program at Lowell School which was designed primarily for the 9- to 13-year old children, and consisted of mentally retarded, orthopedically handicapped, and blind, and (2) a program at Pacific School for all 13- to 21-year old students. Work orientation and work experience were provided at Pacific School in service station training, power sewing, janitorial and gardening training, cafeteria services, and home economics. The project included a contract with the State of Washington Department of Parks and Recreation in which 76 students were employed at nearby state parks. In addition, 43 students were employed in supermarkets, boat shops, amusement centers, resturaunts, and other business places. Recommendations concerned kind and amount of counseling needed for future programs. (PS)

VT 003 854   ED 011 984
Action for Employment, A Demonstration Neighborhood Manpower Project. Final Report.

Action-Housing Inc., Pittsburgh, Pa.
Pub Date -   Feb66
EDRS PRICE MF-$0.50 HC-$3.24   79p.

PROGRAM DESCRIPTIONS, *NEIGHBORHOOD CENTERS, COUNSELING CENTERS, COUNSELORS, *EMPLOYMENT PROGRAMS, PROGRAM EVALUATION, VOLUNTEERS, NONPROFESSIONAL PERSONNEL, UNEMPLOYED, OUT OF SCHOOL YOUTH, JOB PLACEMENT, *JOB TRAINING, DEMONSTRATION PROJECTS, *DISADVANTAGED YOUTH, *INDIGENOUS PERSONNEL, INDIVIDUAL CHARACTERISTICS, MALES, VOLUNTEER TRAINING,

A 1-year demonstration project was established to test the practicability of aiding unemployed and under-employed young men in job training and placement through a neighborhood-based employment system. The findings and conclusions are based upon results of experimentation with a neighborhood system and resident involvement instead of numbers of successes or failures in training. Neighborhood paid workers and about 50 volunteers in two employment centers helped select 70 young men between 17 and 22 years old for training and assisted 45 of them to successfully complete a training program and get a job or go into military service. About 300 other people of all ages were helped in such ways as registering for employment and referring to counseling, testing, training, and community resources. The successful neighborhood volunteer counselors were mature in age, married, steadily employed, team workers, and had previous experience in community volunteer work, average mental ability, flexibility in thinking and doing, and energy. Trainees stayed in courses because of the volunteer counselor and neighborhood support, motivation, excellent teachers, and training allowances. The hard-core youth were reached, and the project showed that indigenous, nonprofessional neighborhood people can be trained to carry out some professional employment functions. It was recommended that volunteer counselors have a minimum of 100-120 hours of training before and during their counseling assignments. (HC)

VT 003 855   ED 015 293
Summer Community Youth Work Program. Final Report.

Action-Housing Inc., Pittsburgh, Pa.
Pub Date - 19Sep66
EDRS PRICE MF-$0.50 HC-$2.88 70p.

*PROGRAM EVALUATION, PROGRAM DESCRIPTIONS, *WORK EXPERIENCE PROGRAMS, *DISADVANTAGED YOUTH, *NEIGHBORHOOD IMPROVEMENT, RACE RELATIONS, *YOUTH EMPLOYMENT, SUMMER PROGRAMS, INDIGENOUS PERSONNEL, DEMONSTRATION PROJECTS, URBAN AREAS, SUPERVISION,

Pittsburgh, Pennsylvania,

The program, designed to experiment with new methods of employing youths from low- and marginal-income families, employed 170 youths aged 16 to 21 in improving and developing vacant areas for recreation in declining neighborhoods. The longer range goals of the project were to encourage the youths to prepare themselves for skilled employment and to develop procedures for general application of such a program in urban situations. The program was generally effective with minimal problems of tardiness and absenteeism. However, the progress of work was slow, and morale was low when there was inadequate supervision. The turnover rate was less than 5 percent until the last weeks when students terminated early for return to school, and the less motivated enrollees lost interest. All youths who participated countinuously in the program seem to have developed good work habits and adapted to what were in many cases admittedly structured interracial situations. Acquiring basic work skills such as carpentry, bricklaying, masonry, and landscaping was the most visible enrollee accomplishment.

Less tangible achievements were developing a strong sense of responsibility, learning the value of money and one's ability to produce it, and increasing motivation and aspirations. The program was an important influence in strengthening the process of organization in the neighborhoods through the channeling and involvement of community resources. A citizens' evaluation meeting recommended more planning, better supervision, and program extension. (HC)

VT 003 867   ED 014 614
Report on MDTA Institutional Training Program Developments.

Employment Service, Washington, D.C.
Pub Date -   Sep66
EDRS PRICE MF-$0.25 HC-$1.88   45p.

PROGRAM COSTS, *PROGRAM DESCRIPTIONS, PROGRAM EFFECTIVENESS, ADULT EDUCATION PROGRAMS, *FEDERAL PROGRAMS, POVERTY PROGRAMS, EMPLOYMENT SERVICES, DISADVANTAGED GROUPS, DISADVANTAGED YOUTH, *PARTICIPANT CHARACTERISTICS, VOCATIONAL RETRAINING, *MANPOWER DEVELOPMENT, EMPLOYMENT, *VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP, RACIAL DISTRIBUTION, UNEMPLOYMENT, UNEMPLOYMENT INSURANCE, RURAL URBAN DIFFERENCES, STUDENT ENROLLMENT, OCCUPATIONS,

MDTA Programs,

The data on Manpower Develoment Training Act (MDTA) program accomplishments during 1964 and 1965 reflect the increasing emphasis on assisting disadvantaged trainees such as jobless teenagers, nonwhites, and persons of limited educational attainment. Almost half of the 321,456 enrollees received training in the skilled and semi-skilled categories, nearly one-fourth in the clerical and sales field, and more than one-seventh in service occupations, with the latter two categories containing larger proportions of trainees in 1965 than in 1964. Some 2,800 projects for about 154,000 trainees were approved in 1965. The average duration of training continued its slow uptrend reflecting more trainees in skilled and technical training as well as legislative amendments extending maximum permissible length of courses. As in 1964, about 57 percent of the funds were used for paying training allowances. The average total cost per trainee was $1,893, appreciably greater than in 1964, as a result of 1965 MDTA amendments liberalizing trainee allowance payments and support. About 91 percent of those who completed training during 1964 obtained employment within the subsequent 12 months. Other data are presented concerning (1) approved projects, numbers of trainees, and costs, (2) employment of trainees, (3) occupational content of training programs, (4) characteristics of trainees, and (5) employment service activities. The appendix gives detailed comparative data for 1964 and 1965. (ET)

VT 004 060   ED 016 100
Work and Mental Disorder, A Study of Factors Involved in the Rehabilitation of the Vocationally Disadvantaged Former Mental Patient. Final Report.

Neff, Walter S. * Koltuv, Myron
Institute for the Crippled and Disabled, New York, N.Y.
Pub Date -   May67
EDRS PRICE MF-$0.75 HC-$7.40   185p.

*VOCATIONAL REHABILITATION, *EMOTIONALLY DISTURBED, EXPERIMENTAL GROUPS, CONTROL GROUPS, DEMONSTRATION PROJECTS, COMPARATIVE ANALYSIS, *ANCILLARY SERVICES, SOCIAL ADJUSTMENT, VOCATIONAL ADJUSTMENT, VOCATIONAL EDUCATION, INDIVIDUAL CHARACTERISTICS, PROGRAM EVALUATION, *EMPLOYMENT PROBLEMS, THERAPEUTIC ENVIRONMENT,

New York City,

A sample of 236 former mental patients was divided into (1) an experimental group of 111 clients who received from 6 to 12 months of an intensive and graded series of vocational experiences, with supporting personal and therapeutic services, (2) a control group of 40, and (3) two comparison groups of 63 and 40 clients. Some purposes of the study were to (1) determine the degree to which a comprehensive rehabilitation center can assist the former patient, and the relation of client characteristics to success or failure, and (2) test hypotheses concerning the determinants of rehabilitation outcome. The innovated network of services significantly increased client employability but did not affect rehospitalization or personal and social adjustment. In general, the factors of client youth, previous employment experience, and counselor judgment of client potential were more related to favorable employment outcomes than was the program, per se, and initial staff assessments were more predictive of rehabilitation outcomes than were the results of psychometric tests. Employment in the unprotected open labor market remained a serious problem for the former mental patient. For a considerable proportion of discharged mental patients, vocational rehabilitation will not be effective unless it is accompanied by and integrated with a substantial network of supportive and therapeutic services. The appendixes, approximately 100 pages, include statistical data and reports by rehabilitation personnel. The study is summarized in VT 004 061. (JK)

VT 004 061
Work and Mental Disorder, A Study of Factors Involved in the Rehabilitation of the Vocationally Disadvantaged Former Mental Patient, Summary of Final Report.

Neff, Walter S. * Koltuv, Myron
Institute for the Crippled and Disabled, New York, N.Y.
Pub Date - May67
MF AVAILABLE IN VT-ERIC SET 8p.

*VOCATIONAL REHABILITATION, DEMONSTRATION PROJECTS, EXPERIMENTAL GROUPS, CONTROL GROUPS, VOCATIONAL EDUCATION, ANCILLARY SERVICES, *EMOTIONALLY DISTURBED,

"Work and Mental Disorder, A Study of Factors Involved in the Rehabilitation of the Vocationally Disadvantaged Mental Patient" is summarized. See abstract of VT 004 060 which is the complete study. (JK)

VT 004 062 ED 016 101
The Remotivation of Chronic Schizophrenic Men Patients Through The Use of "Work Conditioning" in Hospital Work Areas. Final Report.

Paik, George * and others
Hawaii State Hospital, Kaneohe
Pub Date - 66
EDRS PRICE MF-$0.50 HC-$3.28 82p.

*VOCATIONAL REHABILITATION, *EMOTIONALLY DISTURBED, *PSYCHIATRIC HOSPITALS, MALES, SCHIZOPHRENIA, *WORK EXPERIENCE, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS, VOCATIONAL ADJUSTMENT, EMPLOYMENT, FOLLOWUP STUDIES,

Hawaii State Hospital, Work Conditioning,

The project sought to establish vocational assessment procedures, provide a work conditioning program to increase work potential, and provide aftercare service and followup. The major hypothesis was that patients given a program of work conditioning were more likely to be placed in work situations in the community and to remain longer outside the hospital than control groups, one having only regular hospital procedures and the other having only vocational services. Clients in both groups of the rehabilitation project found employment in the community, but the difference in numbers employed was not significant. However, the number employed in the vocational services alone group was significantly more than that in the regular hospital program group. The hospital return rate was 50 percent for the regular hospital program group, 19 percent for the group receiving both work conditioning and vocational services, and only 14 percent for the group receiving vocational services alone. Work conditioning did not increase the potential for discharge of the patient or help prolong his stay in the community. Work conditioning per se may be a negative factor in the speedy discharge of the chronic schizophrenic patient. Results indicate that vocational rehabilitation services plus followup is the more effective treatment and deserves further consideration in planning for client rehabilitation. It was recommended that the effectiveness of hospital work areas be increased through inservice training of work supervisors to make job training realistic in terms of actual employment possibilities and that the custodial attitude of of hospital personnel be reduced. (JK)

VT 004 063
The Remotivation of Chronic Schizophrenic Men Patients, Abstract, Final Report.

Hawaii State Hospital, Kaneohe.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 7p.

*VOCATIONAL REHABILITATION, *EMOTIONALLY DISTURBED, MALES, *WORK EXPERIENCE, SCHIZOPHRENIA, *PSYCHIATRIC HOSPITALS, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS, VOCATIONAL ADJUSTMENT, EMPLOYMENT, FOLLOWUP STUDIES,

"The Remotivation of Chronic Schizophrenic Men Patients" is summarized. See abstract of VT 004 062 which is the complete study. (JK)

VT 004 082 ED 015 306
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.

Vaughn, Gwenyth R.
Idaho State Univ., Pocatello
Pub Date - 67
EDRS PRICE MF-$1.00 HC-$10.48 260p.

*DEAF EDUCATION, *ADULT EDUCATION, DEAF, AURALLY HANDICAPPED, *COMMUNICATION SKILLS, VOCATIONAL REHABILITATION, JOB PLACEMENT, *VOCATIONAL EDUCATION, INDIVIDUAL CHARACTERISTICS, EXPERIMENTAL PROGRAMS, PROGRAM DESCRIPTIONS,

Idaho State University,

The purpose of the 3-year project was to determine whether an effective solution to the vocational problems of the limited hearing populations could be found through utilizing the existing educational facilities, and, if so, how it could be implemented. Forty-one adults with widely divergent educational backgrounds, differing degrees of hearing impairment, complex communication problems, and varying potentials for educational and vocational placement were served in a program focused on enriching communicational, vocational, educational, and personal-social experiences. Pre and post-program levels of functioning, rate of improvement, and the need for additional help were evaluated. The number of students rated functionally satisfactory in expressive communication skills increased 22 percent and those in receptive skills 13 percent. In post-project employment, placement level and appropriateness of occupation to individual abilities improved. Overall results indicated that comprehensive supportive measures within existing educational facilities can be effective in assisting deaf and hard of hearing populations. Recommendations included establishing professional training programs in comprehensive habilitation and rehabilitation of the deaf and hard of hearing, developing consultant pools, and collecting data regarding persons with hearing problems attending programs in facilities for the normal hearing. Detailed descriptions of program implementation and component studies and suggestions for establishing similar programs are included. The study is summarized in VT 004 083. (JK)

VT 004 083   MP 000 308
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

Vaughn, Gwenyth R.
Idaho State Univ., Pocatello
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.92 23p.

*DEAF EDUCATION, *ADULT EDUCATION, DEAF, AURALLY HANDICAPPED, *COMMUNICATION SKILLS, VOCATIONAL REHABILITATION, *VOCATIONAL EDUCATION, EXPERIMENTAL PROGRAMS,

Idaho State University,

A heterogeneous group of 41 adults with differing degrees of hearing impairment participated in a project at Idaho State University to determine the effectiveness of a comprehensive trade, technical, and academic program in existing facilities for the normally hearing when certain techniques were introduced to help overcome the problem of impaired communication. Training focused on enriching communicational, educational, and personal-social experiences. Rate of improvement, satisfactory level of functioning, and need for additional help were evaluated. The number of students rated as having satisfactory oral communication skills increased 22 percent and those having satisfactory receptive skills 13 percent. Both vocational level and suitability of type of work to the individual improved over preproject placements. All employers expressed satisfaction with the limited hearing students placed with them. The results indicated that comprehensive supporting measures within existing facilities were effective. Recommendations include (1) establishing professional training programs in comprehensive habilitation and rehabilitation of the deaf and hard of hearing, (2) developing consultant pools, (3) collecting data regarding persons with hearing problems attending programs in facilities for the normally hearing, (4) making available academic, multitract technical or vocational, trade, atypical, and adult evening programs, and (5) utilizing trade, technical, and academic facilities when they are not being used for the normally hearing. The report of the complete study is VT 004 082. (JK)

VT 004 089 ED 015 311
Secretarial Training with Speech Improvement, An Experimental and Demonstration Project. Final Report.

Saint Mary's Dominican Coll., New Orleans, La.
Manpower Administration, Washington, D.C.
Pub Date - 66
EDRS PRICE MF-$0.75 HC-$6.72 168p.

SPEECH EDUCATION, *ADULT VOCATIONAL EDUCATION, *SPEECH IMPROVEMENT, *EXPERIMENTAL PROGRAMS, *DISADVANTAGED GROUPS, GROUP INSTRUCTION, FEMALES, NEGROES, DEMONSTRATION PROJECTS, PROGRAM DEVELOPMENT, PROGRAM DESCRIPTIONS, JOB PLACEMENT, OFFICE OCCUPATIONS EDUCATION, VOCATIONAL FOLLOWUP, INDIVIDUAL CHARACTERISTICS, STUDENT TEACHER RELATIONSHIP, COUNSELING, *SECRETARIES,

New Orleans, Louisiana,

Ninety disadvantaged white and Negro female trainees, 18 to 44 years of age, were given 950 hours of instruction in typing, shorthand, business speech, and ancillary courses during a 24-week period. The experimental phase of the program consisted of developing economically feasible group techniques for teaching business speech to adults whose substandard regional speech patterns constituted an obstacle to employment in the stenographic and secretarial field and demonstrating that business speech training with group techniques will increase employability. The techniques consisted of adaptations of accepted practices in speech therapy, adaptations of foreign language methodology, and classroom practices for teaching public speaking. Of 86 enrollees who completed the course, 97 percent were employed in business offices. Interviews with employers before and after the trainees were placed as clerk-typists, stenographers, and secretaries, showed that business speech training increased employability for almost all of the trainees. Brief outlines of the six units, their specific goals, analysis of methods used, and the degree of goals achievement are included. (PS)

VT 004 092 ED 015 314
Vocational Readiness for Young Disabled Students in New York City, A 3-Year Interim Report of a 5-Year Collaborative Study.

New York State Ed. Dept., Albany. Div of Vocat Rehabil.
Pub Date - Apr66
EDRS PRICE MF-$0.50 HC-$4.56 112p.

EXPERIMENTAL GROUPS, ADOLESCENTS, CONTROL GROUPS, *HANDICAPPED STUDENTS, PHYSICALLY HANDICAPPED, EMOTIONALLY DISTURBED, MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, *OCCUPATIONAL GUIDANCE, SOCIAL ADJUSTMENT, *VOCATIONAL REHABILITATION, VOCATIONAL ADJUSTMENT, ACADEMIC ACHIEVEMENT, *EXPERIMENTAL PROGRAMS, FOLLOWUP STUDIES, INDIVIDUAL CHARACTERISTICS, COMPARATIVE ANALYSIS,

The purpose of the study was to demonstrate the feasibility of applying coordinated vocational rehabilitation, educational, and guidance services to severely handicapped children between 14 and 16 on the premise that these students might be unable to take maximum advantage of services initiated at a later age. Fifty-five physically handicapped, 35 mentally retarded, and 50 emotionally disturbed students constituted three units, each of which was subdivided into experimental and control groups. Both groups had an initial multi-phased appraisal. The experimental groups received vocational and social training 2 days a week for 15 months. Both groups were reappraised at the end of the second year, and interviewed 12 months later concerning personal, social, educational, and vocational adjustment. Students in the experimental group in the physically handicapped unit showed improvement in intellectual level of functioning, school achievement, and vocational progress. Achievement results of the mentally retarded were inconclusive. Of all the groups, the emotionally disturbed showed the least amount of change in intellectual, social and vocational areas. Included are statistical tables, detailed sociological and medical data, thumbnail sketches of the performance history of each of the emotionally disturbed students, and samples of the instruments used in the study. (JK)

VT 004 095   ED 012 930
The Cooperative Program for Rehabilitation of the Disabled Indian. Final Report.

Henderson, Norman B.
Northern Arizona Univ., Flagstaff
Navajo Rehabilitation Project TR-1
Pub Date -   Jun67
EDRS PRICE MF-$0.75 HC-$5.48   135p.

*AMERICAN INDIANS, *PHYSICALLY HANDICAPPED, *VOCATIONAL REHABILITATION, INTERAGENCY COORDINATION, DEMONSTRATION PROJECTS, TEST VALIDITY, ACHIEVEMENT TESTS, PERSONALITY TESTS, INTEREST TESTS, *PROGRAM EVALUATION,

Navajos, Arizona,

The general purpose of the project was to demonstrate that a state college, working in cooperation with a group of community agencies and organizations, could find methods and techniques to overcome cultural and language barriers in evaluating and training disabled Navajo Indians for placement in jobs on the reservation. Of the 258 disabled Navajos participating during the 4 years of the study, 118 compeleted enough of the program to provide some data for evaluation. A major result of the project was the validation of a battery of tests for use with Navajo rehabilitation clients. The riginal test battery, after factor analysis, was reduced to include ability and personality tests and interest inventories. Between 65 and 70 percent of the clients capable of vocational success were vocationally rehabilitated. Of the 118 evaluated clients, 92 were placed in training or on jobs. Recommendations included -- (1) More sociological, psychological, and ethnological research functions should be included in projects, (2) A full-time person should be employed to coordinate all interagency vocational rehabilitation services in Northern Arizona, (3) Tests should be further validated and standardized, and (4) Training in adapting to urban work situations and methods of facilitating Indian employment need to be developed. (PS)

VT 004 112 MP 000 329
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary of the Final Report.

Georgia State Dept. of Education, Atlanta. Rehab. Services.
Georgia State Board of Health, Atlanta. Div of Voc Rehab.
Pub Date - 64
EDRS PRICE MF-$0.25 HC-$0.36 9p.

*VOCATIONAL REHABILITATION, *EMOTIONALLY DISTURBED, PROGRAM DEVELOPMENT, *WORK EXPERIENCE PROGRAMS, PSYCHIATRIC HOSPITALS, VOCATIONAL EDUCATION, *DEMONSTRATION PROJECTS, COMPARATIVE ANALYSIS, CONTROL GROUPS, EXPERIMENTAL GROUPS, INTERAGENCY COORDINATION,

Milledgeville State Hospital, Georgia,

"A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program," is summarized. See abstract of VT 004 113 which is the complete study. (JK)

VT 004 113 ED 016 105
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

Georgia State Dept of Education, Atlanta. Rehab Services
Georgia State Board of Health, Atlanta. Div of Voc Rehab
Pub Date - 64
EDRS PRICE MF-$0.50 HC-$4.20 105p.

*VOCATIONAL REHABILITATION, INTERAGENCY COORDINATION, *EMOTIONALLY DISTURBED, MENTAL ILLNESS, ADJUSTMENT (TO ENVIRONMENT), PSYCHIATRIC HOSPITALS, VOCATIONAL EDUCATION, FOLLOWUP STUDIES, COMPARATIVE ANALYSIS, EXPERIMENTAL GROUPS, CONTROL GROUPS, *DEMONSTRATION PROJECTS, PROGRAM DEVELOPMENT, *WORK EXPERIENCE PROGRAMS,

Milledgeville State Hospital, Georgia,

A cooperative program offered a complete range of integrated medical, psychological, social, and vocational services to reintegrate mental patients into the life of the community. The program proposed to demonstrate the effectiveness of certain rehabilitation procedures to extend and improve rehabilitation services, and to establish effective communication between the hospital and the community to insure adequate aftercare and other rehabilitation followup services. Sixty-eight patients in an experimental group and 71 in a control group were drawn from the type of patient usually admitted to a state mental hosital. A treatment team composed of psychiatric resident, psychologist, social worker, rehabilitation counselor, nurse, ward attendants, and occupational therapist worked with each patient in implementing a plan of action. A local counselor provided followup services when the client was returned to the community. A followup survey at the end of 3 years showed a 70 percent success rate (clients either working or in training) for experimentals and 46 percent for controls. With varying degrees of success all program goals were accomplished. The number of mentally ill achieving rehabilitation status increased from 252 to 524 during the project. New methods and techniques of rehabilitation were introduced into a state hospital and found to be effective and a satisfactory working relationship was developed between the cooperating agencies. Progress was made in increasing state and community resources available for rehabilitation, but further development was needed. (JK)

VT 004 114   MP 000 331
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.

Karnes, Merle B. * and others
Champaign Community Unit 4 Schools, Ill.
Pub Date - Aug66
EDRS PRICE MF-$0.25 HC-$0.32 8p.

*SLOW LEARNERS, *PREVOCATIONAL EDUCATION, *STUDENT REHABILITATION, DISADVANTAGED YOUTH, DELINQUENTS, POTENTIAL DROPOUTS, VOCATIONAL ADJUSTMENT, SOCIAL ADJUSTMENT, VOCATIONAL COUNSELING, *DROPOUT PREVENTION, PROGRAM EVALUATION,

Champaign, Illinois,

"The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone" is summarized. See abstract of VT 004 115 which is complete study. (ET)

VT 004 115   ED 016 106
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report.

Karnes, Merle B. * and others
Champaign Community Unit IV Schools, Ill.
Pub Date - Aug66
EDRS PRICE MF-$0.75 HC-$6.36 159p.

*SLOW LEARNERS, *PREVOCATIONAL EDUCATION, *DROPOUT PREVENTION, SOCIAL ADJUSTMENT, *SOCIALLY MALADJUSTED, *STUDENT REHABILITATION, POTENTIAL DROPOUTS, DELINQUENTS, DISADVANTAGED YOUTH, VOCATIONAL ADJUSTMENT, VOCATIONAL COUNSELING, WORK EXPERIENCE PROGRAMS, EXPERIMENTAL CURRICULUM, PROGRAM EVALUATION, RESEARCH PROJECTS, STUDENT CHARACTERISTICS, PROGRAM EFFECTIVENESS, DEMONSTRATION PROJECTS, CONTROL GROUPS, EXPERIMENTAL GROUPS, COMPARATIVE ANALYSIS,

Champaign, Illinois,

It was hypothesized that 91 experimental subjects from low socioeconomic status homes, provided with a carefully designed 2-year vocationally oriented educational program and revocational Division of Vocational Rehabilitation (DVR) counseling, would have significantly superior achievement to that of a matched control group enrolled in a regular educational program without such benefits. Data were collected from school records, interviews, case studies, various psychological tests, and DVR records. The experimental subjects had significantly better attendance and fewer school dropouts, and made a better vocational adjustment than the control group. There was no significant difference between the two groups in social and emotional adjustment as measured by social maturity, perception of peer acceptance, perceived anxiety, and ability to determine the appropriateness of certain activities or goals. Achievement test scores for the tool subjects of arithmetic, reading, and spelling showed no significant differences between the two groups in amount gained. Some implications for program implementation were that specially trained administrative and teaching personnel should be employed for this kind of rogram, the ratio of teacher to youth should be no greater than one to 20, and the curriculum should be functional, individualized, and vocationally oriented. A review of related literature, a complete program description, and recommendations for further research and programing are included. The study is summarized on VT 004 114. (ET)

VT 004 158   ED 016 110
Work Values of the Handicapped.

Kinnane, John F. * Suziedelis, Antanas
Catholic Univ. of America, Washington, D.C.
Pub Date - 31Oct66
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS 62p.

*PHYSICALLY HANDICAPPED, *WORK ATTITUDES, SOCIAL PSYCHOLOGY, COMPARATIVE ANALYSIS, *MOTIVATION, VOCATIONAL ADJUSTMENT, *PERSONAL VALUES, CONTROL GROUPS, SEX (CHARACTERISTICS), AGE, CEREBRAL PALSY, EMOTIONALLY DISTURBED, AMPUTEES, DEAF, TEST CONSTRUCTION, EDUCATIONAL BACKGROUND,

To determine the work values of the physically handicapped, a work motivation schedule was developed and administered to 200 normal white men and 200 women of representative national average age and education and to cerebral palsied, deaf, 63 recent amputees from the Vietnam War and neuro-psychiatric patients. Comparison of the two groups showed significant differences in work motivation with variant social roles of the handicapped causing the variation. Choice of occupational role was significantly related to the perceived social role in the world of work. A relationship existed between the nature of a particular handicap and the psychological meanings of the handicap as sources of interpersonal anxiety and concern. For example, feelings of recent amputees from Vietnam of being marginal socially while in the hospital and their concern of being significant to others again after discharge may have accounted for elevated scores. The highly variant social role of the neuro-psychiatric group was reflected in highly variant value-orientation. The deaf valued work more highly because it provided an opportunity to communicate with others. Thus interpersonal concerns significantly affected valuation of work in that the handicapped were sensitized to those interpersonal aspects of work which caused them concern. Further study is needed to relate the sociopsychological adjustment of various groups of the physically handicapped to patterns of work valuation. Practical application of the study is to provide handicapped workers with a clearer understanding of the satisfaction they seek from work, so that occupational choice can be more in line with values. The appendix includes the Work Motivation Schedule, survey statistics in tabular form, and references. (FP)

VT 004 161   MP 000 339
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary of the Final Report.

Henderson, Herman B.
Northern Arizona Univ., Flagstaff.
Pub Date - Jun67
EDRS PRICE MF-$0.25 HC-$0.32 8p.

*VOCATIONAL REHABILITATION, *AMERICAN INDIANS, *PHYSICALLY HANDICAPPED, INTERAGENCY COORDINATION, DEMONSTRATION PROJECTS, PROGRAM EVALUATION,

Navajos, Arizona,

"Final Report of the Cooperative Program for Rehabilitation of the Disabled Indian" is summarized. See abstract of VT 004 095 which is the complete study. (FP)

VT 004 314   ED 015 328
No Longer Superfluous, The Educational Rehabilitation of the Hard-Core Unemployed.

Pallone, Nathaniel J.
South Bend Community School Corp., Ind.
Pub Date -   Jun65
EDRS PRICE MF-$0.50 HC-$2.72   68p.

*ADULT BASIC EDUCATION, *EDUCATIONALLY DISADVANTAGED, EDUCATIONAL RETARDATION, *REMEDIAL INSTRUCTION, *UNEMPLOYED, COMPARATIVE TESTING, *PREVOCATIONAL EDUCATION, CHANGING ATTITUDES, RACIAL CHARACTERISTICS, SEX (CHARACTERISTICS), SOCIAL CHARACTERISTICS, EDUCATIONAL BACKGROUND, EMPLOYMENT EXPERIENCE, INDIVIDUAL CHARACTERISTICS, ACADEMIC ACHIEVEMENT, INSTRUCTIONAL MATERIALS,

Project Edrehab,

The South Bend project on the educational rehabilitation of the hard-core unemployed was designed to provide training in basic educational skills for 100 hard-core unemployed and assist them in developing favorable work attitudes to equip them for vocational training, determine the educational and vocational characteristics of the group, and to explore instructional techniques and curricular provisions. Of the 160 eligible for enrollment, 108 enrolled in the project, though 14 terminated, usually to accept employment, in the first weeks. The program consisted of training in language arts and arithmetic and group guidance activities. At the end of 20 weeks, the trainees were tested and on the basis of results entered vocational training or continued training for another 16 weeks. Some findings were -- (1) A large majority of hard-core unemployed were educationally rather than mentally retarded, (2) It is highly likely that such instruments as the California Test of Mental Maturity and the G score (learning ability) of the General Aptitude Test Battery are inadequate to measure the learning ability of the hard-core unemployed, (3) Sex differences seemed more profound than race differences in the underlying social-psychological-educational-economic dynamics, (4) The undereducated hard-core unemployed compensated for educational deficiency of from 1 to 3 years in a 20-week period, and (5) The instructional experiences were associated with increases in both educational aptitudes and inventoried mental ability and with changes in social behavior traits in more mature, more socialized directions. (MM)

VT 004 396   ED 011 709
Occupations in the Care and Rehabilitation of the Mentally Retarded.

Gregg, Randolh N. * Boss, Milton R.
Employment Service, Washington, D.C.
Pub Date -   66
EDRS PRICE MF-$0.50 HC-$3.48   85p.

*OCCUPATIONAL INFORMATION, *HEALTH OCCUPATIONS, PROFESSIONAL OCCUPATIONS, PARAMEDICAL OCCUPATIONS, REHABILITATION PROGRAMS, *MENTALLY HANDICAPPED, EMPLOYMENT QUALIFICATIONS, EDUCATIONAL PROGRAMS, Criteria used in the selection of the 27 occupations described were that the occupation requires specialized training or experience in retardation problems and it typically exists as a full-time specialty involving substantial contact with retardation problems or retardates. The occupational descritions are arranged in alphabetical order by title, and each gives (1) title, alternate, and related titles, (2) code numbers from the Dictionary of Occupational Titles, second, and third editions, (3) an occupational definition which lists the duties of the occuation, (4) required education, training, and experience, (5) required worker traits such as aptitudes, interests, temperaments, and (6) physical demands and working conditions. The occupations described are child care attendant, child-development specialist, cottage parent, diagnostic and evaluation clinic director, sheltered workshop director, job coordinator, sheltered workshop foreman, music therapist, public health staff nurse, occupational therapist, occupational therapy aide, pediatrician, physical therapist, planning coordinator, principal, program director, psychiatrist, clinical psychologist, school psychologist, recreational therapist, rehabilitation counselor, social worker, school social worker, speech clinician, institution superintendent, and special education teacher. A glossary, detailed definitions of worker traits, a bibliography, an index of occupational titles, and a list of selected publications giving information about other occupations are included. This document is available as L7.2--M52 for 35 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

INSTRUCTIONAL
MATERIALS AND DEVICES
SECTION

VT 000 779   ED 016 770
Transparency Masters for Agricultural Education...An Experiment in Cooperative Development and Use of Visual Aids by Vocational Agriculture Teachers. Interim Report.

Long, Gilbert A. * and others
Washington State Univ., Pullman. Dept. of Education
Washington State Board for Vocat. Educ., Olympia
Pub Date - 30Jun67
EDRS PRICE MF-$0.50 HC-$4.32 108p.

VOCATIONAL AGRICULTURE TEACHERS, *VOCATIONAL AGRICULTURE, HIGH SCHOOLS, *MATERIAL DEVELOMENT, *TRANSPARENCIES, *TEACHER PARTICIPATION, WORKSHOPS, *ADOPTION (IDEAS), OVERHEAD PROJECTORS,

Washington,

The effects of involving vocational agriculture teachers in the development and experimental use of overhead projection masters were tested in this study. Sixteen teachers attended a workshop and outlined the content for an experimental set of masters. After experimental use of this set at a subsequent workshop, 35 vocational agriculture teachers evaluated the usefulness of the masters, recommended revisions, and suggested additional masters. The final set of experimental masters was made available to the State's teachers for use in their classes during the 1966-67 school year. Returned questionnaires indicated that 83 percent of the teachers used the masters during the school year, an additional 6 percent planned to use the masters as soon as equipment was available, and 89 percent desired access to additional material of this type. It was concluded that cooperative work on instructional materials by teachers stimulates interest in their use of such materials and broadens their concepts of instruction. Recommended uses of the masters, methods for using masters to make transparencies, a prepared set of transparencies, and the questionnaire sent to the teachers are included in the document. (WB)

VT 002 545
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.

O'Connell, Edward J.
Saint Cloud Area Vocat-Tech. School, Minn. Dept. of Agr.
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET 31p.

*FARMERS, *FARM MANAGEMENT, *FARM ACCOUNTS, *ADULT FARMER EDUCATION,

Minnesota,

Economic data from 240 records of farmers enrolled in farm management programs conducted by 14 high school vocational agriculture departments in Central Minnesota were compiled for this summary report. The educational programs consisted of (1) class sessions, (2) class discussions, meetings, or tours, (3) individual on-farm instruction, and (4) the analysis of farm business records. The analysis of a farm business is basic to fact finding, reasoning, and problem identification activity employed by managers. As a part of the case study basic to the instructional activity of the teacher and the managerial activities of the farmer, the individual farm business analyses were prepared by the local agriculture teacher with the cooperation, understanding, and confidence of the farmers after which they were prepared by the area analysis center. The range of operator labor earnings ranged from a loss of $2,813 to a high of $20,107. The average of the 240 farms was $5,866. Other information is summarized in 28 tables which include (1) cash statement of expenses, (2) cash statement of receipts and earnings, (3) feed costs and returns on beef breeding herds, (4) comparison of farm management factors on the 24 highest of the 46 farms in the high earning group and on the 24 lowest of 46 farms in the low earning group, and (5) summary of household, living, and personal expenses. (WB)

VT 003 308   ED 016 074
Development of a Film on Homemaker Services for Interpretation to the Public and Training Professional and Nonprofessional Personnel.

Jacoby, Alberta
Mental Health Film Board, New York, N.Y.
Pub Date -   Mar67
EDRS PRICE MF-$0.25 HC-$0.40   8p.

*VISITING HOMEMAKERS, *FILM PRODUCTION, *INSTRUCTIONAL FILMS, ORIENTATION MATERIALS, SOCIAL SERVICES, PUBLIC RELATIONS, VOCATIONAL EDUCATION, ADULT EDUCATION,

A 28-minute film, "Homefires," dramatizing three case histories of homemaker service, was developed to be used as a training aid, an instrument for making communities aware of the service, and a tool for recruiting candidates to the homemaker aides training programs. Homemaker service is a form of assistance provided by health and welfare agencies when a family or individual cannot maintain living and household routine during a time of stress or crisis. A mature, qualified woman, which an agency places in the home to fulfill its needs, works under the supervision of a caseworker or a public health nurse. The film was made in stages -- (1) The purposes were determined, (2) Experts in homemaker services selected the kinds of situations to be shown and approved the practices to be demonstrated and the staff relationships to be portrayed, (3) The content was written, photographed and edited, and (4) The film was tested with various audiences and a discussion guide, incorporating suggestions from users, was prepared. The film has been useful in orienting community leaders to the need for and the potential of homemaker services. (FP)

VT 004 482   ED 016 859
Summer Institute, 1967. Final Report.

Morphonios, Alex G.
Miami-Dade Junior Coll., Miami, Fla.
Pub Date -   67
EDRS PRICE MF-$1.25 HC-$12.00   298p.

*SUMMER INSTITUTES, *COMPUTER ASSISTED INSTRUCTION, COMPUTER PROGRAMS, *DRAFTING, *ENGINEERING DRAWING, PROGRAMING, TEACHER EDUCATION, *INSTRUCTIONAL MATERIALS,

Thirty-six instructors, supervisors, and department chairmen in areas of drafting, engineering, manufacturing, and computer technology at junior colleges, technical, and area vocational schools in 20 states attended a 3-week summer institute training program on comuter-aided drafting and design. Experience in programing the IBM System 1620 with an on-line 1627 Plotter utilizing the drafting language was provided. Three languages were used--the drafting language, COGO (Coordinate Geometry) used in civil engineering, and the language for numerical control. This publication contains (1) the reference materials and programing exercises used in the institute, including illustrations drawn and designed with the on-line 1627 Plotter, (2) code instructions for programing the Pratt-Whitney Tape-O-Matic drilling machine, (3) detailed instructions for use of the AUTOSPOT (AUTOmatic System for POsitioning Tools) Program System, and (4) plotting routines for the COGO system which allow the user to display graphically on an IBM 1627 CalComp plotter the results of the coordinate computation, with or without annotation, and with or without connecting straight or circular lines. (PS)

VT 004 557 ED 018 654
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

Cook, James L.
Pub Date - 65
DOCUMENT NOT AVAILABLE FROM EDRS. 125p.

*AGRICULTURAL EDUCATION, *RECORDKEEPING, *FARM ACCOUNTS, *FARMERS, *COMPARATIVE ANALYSIS, FARM MANAGEMENT, INDIVIDUAL CHARACTERISTICS,

The purposes of the study were to (1) evaluate three levels of farm accounts systems, (2) determine if selected systems could be changed, expanded, or supplemented to include data necessary for analysis and planning, (3) discover relationships among groups of farmers by level of accounts and records when tested by several measures of the farmer, and (4) discover relationships among groups of farmers by level of accounts and records when tested by several measures of the farm. Information from accounts and records for three selected farms was used to calculate a budget for each enterprise for each farm. A linear programing model was constructed for each farm. The young farmers of one association were divided into three groups on the basis of the level of the account system used. A random sample of 15 was selected from each group. Criterion measure data were collected from each farmer with six instruments, and data were analyzed with analysis of variance, covariance, correlation, and the Tukey test. High-level account systems proved to provide significantly more of the input-output and production data needed for budgeting. The single-entry system used could be expanded, changed, or supplemented to include needed data. Farmers using higher level accounts were significantly higher in leadership experience, farm business involvement, farm management test score, and education completed. The higher-account-system-level group of farms had more months of labor, more cows, more milk sold, higher gross income, and higher net income. This D.Ed. thesis, which was submitted to the Pennsylvania State University, is available as 66-8708 for $3.00 on microfilm and for $6.40 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (JM)

VT 004 635 ED 017 714
The Vocabulary of Instructional Materials for Typing and Stenographic Training, Research Findings and Implications.

West, Leonard J.
New York City Univ., N.Y. Div. of Teacher Education
NYCU-RR-67-10

Pub Date - Oct67
EDRS PRICE MF-$0.25 HC-$0.88 20p.

*TYPEWRITING, *STENOGRAPHY, *INSTRUCTIONAL MATERIALS, *VOCABULARY, *STRUCTURAL ANALYSIS, SYLLABLES, WORD FREQUENCY,

Silverthorn,

The Silverthorn basic vocabulary of written business communication was reanalyzed in order to furnish accurate difficulty indexes for instructional and test materials for stenographers and typists. Among the 11,055 different words in the reanalyzed list, 109 occur at least once in every 1,000 words. Mean syllabic intensity (number of speech syllables per dictionary word) was found to be 1.54. Mean stroke intensity (number of typewriter strokes per dictionary word) was found to be 6.0 (4.67 letters plus 1.0 spaces plus .3 for the incidence of punctuation). These values substantially exceed and should replace the conventional 1.40 and 5.0 estimates. Otherwise, stenographers and typists will be underprepared for their jobs, and their proficiency will be overestimated. It was also found that the validity of "percentage of common words" as an index of difficulty depends on the length of the common-word list. When the list is short, that index has a near-zero correlation with frequency of occurrence in the language. Further, shorthand dictation on the basis of the "standard word" (even at syllabic intensity 1.54) is an insufficient equalizer of difficulty. The addition of "percentage of words among the 1,500 (or 2,000) commonest" is recommended. The percentage distribution of cumulative segments of the business vocabulary is given, and the probable impropriety of using a business vocabulary as a basis for training and test materials in personal typing courses is discussed. (Author)

VT 004 939 ED 017 730
Educational Media in Vocational and Technical Education, A Report of a National Seminar.

Cotrell, Calvin J. * Hauck, Edward F.
Ohio State Univ., Columbus. Center for Voc. Educ.
CVE-Leadership Ser-14
Pub Date - 67
EDRS PRICE MF-$1.00 HC-$10.28 255p.

*INSTRUCTIONAL MEDIA, *SEMINARS, *VOCATIONAL EDUCATION, INDIVIDUAL INSTRUCTION, TECHNICAL EDUCATION, SPEECHES, DISCUSSION GROUPS, LARGE GROUP INSTRUCTION, MULTIMEDIA INSTRUCTION, AUDIOVISUAL INSTRUCTION, LEARNING THEORIES, AUTOINSTRUCTIONAL AIDS, TEACHING MACHINES, COMPUTED ASSISTED INSTRUCTION, PROGRAMED INSTRUCTION, INSTRUCTIONAL AIDS, INSTRUCTIONAL INNOVATION, ADOPTION (IDEAS), RESOURCE CENTERS, MICROTEACHING,

One hundred and fifty-four participants, including State Department of Education supervisors and consultants, specialists and teacher educators from all services of vocational and technical education representing 31 states and Canada, attended the seminar which had the purposes of (1) informing participants of the many new developments in educational media providing criteria for their evaluation, disclosing their capabilities, and presenting exemplary applications to instructional problems, and (2) stimulating and directing small discussion grous in order to elicit suggested applications to vocational and technical education. Major speeches were--(1) "The Importance of the Seminar" by R. Taylor, (2) "The Challenge for Change in Vocational and Technical Education" by D. Bushnell, (3) "Learning Theory, Media of Instruction, and Vocational

Education" by L. Briggs, (4) "Educational Objectives--Four Domains" by E. Simpson, and (5) "The Learning Systems Approach to Instruction and the Changing Role of the Instructor" by D. Stewart, (6) "The Learning Resource Center and the Changing Emphasis in Education" by M. Sherman, (7) "The Use of Multi-Media in Science Education" by S. Postlethwait, (8) "On Narrowing the Credibility Gap for the CAI" by H. Mitzel, (9) "Current Guidance Applications of Computers" by J. Impellitteri, (10) "A Small Computer for Use in Teaching Computer Fundamentals" by J. Bennett, (11) "Micro-Teaching" by D. Allen, (12) "Low-Cost Overhead Transparency Production" by A. Jensen, (13) "Media for Large Group Instruction in Chemistry" by W. Lippincott and W. Barnard, and (14) "Educational Media Hardware for Large Group Instruction" by W. Barnard. Reports of two panel reaction and 19 interest group sessions are included. The seminar and the report provide a guide for states to sponsor state-level seminars on the applications of educational media to vocational and technical education. (HC)

VT 005 003   ED (See Sep '68 RIE)
Programming Exercises for Computer Aided Drafting (Title Supplied).

Miami-Dade Junior Coll., Fla.
Pub Date - 67
EDRS PRICE MF-$0.50 HC-$4.92 121p.

*SUMMER INSTITUTES, *COMPUTER ASSISTED INSTRUCTION, COMPUTER PROGRAMS, *DRAFTING, *ENGINEERING DRAWING, PROGRAMING, TEACHER EDUCATION, *INSTRUCTIONAL MATERIALS, CURRICULUM GUIDES,

Reference material and programing exercises used for the Computer Aided Drafting Summer Institute at Miami-Dade Junior College, July 10-28, 1967, are presented. The exercises, to be programed for execution on the IBM System 1620 with an on-line 1627 plotter, provide a medium for covering and enforcing the subject material. Also included are (1) the summer institute schedule, (2) outlines of subject material for laboratory lectures, drafting language, numeric control, and coordinate geometry language, and (3) a list of 36 participants. The final report of the Institute is VT 004 482. (PS)

PHILOSOPHY
AND OBJECTIVES
SECTION

VT 000 670   ED 018 544
A New Look at the Vocational Purposes of Home Economics Education, Conference Proceedings (University of Illinois, May 6-10, 1965).

Illinois Univ., Urbana. Div. of Home Economics Education
Pub Date -   63
EDRS PRICE MF-$0.50 HC-$4.40   108p.

*CONFERENCES, HOMEMAKING EDUCATION, OCCUPATIONAL HOME ECONOMICS, SPEECHES, *FEMALES, *EDUCATIONAL OBJECTIVES, TEENAGERS, DROPOUTS, TEACHER EDUCATION, RESEARCH NEEDS, *HOME ECONOMICS EDUCATION, HIGH SCHOOLS,

Approximately 60 home economists, educators, state staff members, city supervisors, selected high school teachers, and administrators in Illinois and surrounding states attended a conference to (1) take a new look at the changing roles of women and the teen-culture today, (2) rethink the vocational purposes of home economics at the secondary level, and (3) determine some directions for teacher education. Speeches were (1) "The American Woman Today--As A Single Woman" by Marian Sheldon, (2) "As a Wife and Mother" by Shirley M. Clark, (3) "As A Citizen" by Marianne Ferber, (4) "As a Wage-Earner" by Jacob Stern, (5) "Teen Culture Today--An Overview" by Don W. Rapp, (6) "The 'Teen-Age' Consumer" by Kathryn S. Powell, (7) "The High School Drop-Out" by Merle B. Karnes, (8) "Opinions of Home Economics Supervisors on the Wage-Earning Emphasis in Home Economics Education at the Secondary Level" by Glenna Blunier, (9) "Commonalities in Vocational Education" by William Schill, (10) "Is There a New Vocational Purpose in Home Economics Education" by Dorothy Lawson, and (11) "Questions for Your Consideration" by Rupert Evans. Implications for teacher education related chiefly to the occupational preparation phase of the program. A summary of group discussion lists needed research, intermediate goals and next steps, and ideas for long range developments. (MS)

VT 001 486   ED (See Sep '68 RIE)
A Report on the Administrator's Conference on Vocational Education (Cleveland, Ohio, May 23-24, 1965).

Hamilton, Ross E.
Educational Research Council of Greater Cleveland, Ohio.
Pub Date -   65
EDRS PRICE MF-$0.25 HC-$1.36   32p.

*VOCATIONAL EDUCATION, LABOR FORCE, LEADERSHIP, HUMAN DEVELOPMENT, BEHAVIOR DEVELOPMENT, SPEECHES, EMLOYMENT QUALIFICATIONS, *EDUCATIONAL PLANNING, EMPLOYMENT TRENDS, *CONFERENCES, *EDUCATIONAL OBJECTIVES, ADMINISTRATIVE PERSONNEL, PUBLIC OPINION, EMPLOYMENT,

Seventy-one educator-administrators participated in a conference organized to produce a working definition of vocational education. The speakers were an economist, a corporation president, a vocational education specialist, a child behavior and development specialist, and an educational administrator. The speeches were--(1) "Our Work Force is Changing," by Samuel C. Kelley, (2) "Planning for an Effective Work Force," by C.D. Shannon, (3) "Vocational-Technical Education in the Light of Our Knowledge of Human Behavior," by Ralph H. Ojemann, (4) "A New Rationale for Vocational Education," by Melvin L. Barlow, and (5) "A Challenge to Administrative Leadership," by Grant Venn. (SL)

VT 002 552 ED (See Sep '68 RIE)
Industrial Arts and Technology, Past, Present, and Future, Addresses and Proceedings of the American Industrial Arts Association's Annual Convention (29th, Philadelphia, 1967).

American Industrial Arts Assn., Washington, D.C.
Pub Date - Jun67
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS. 235p.

*INDUSTRIAL ARTS, SPEECHES, CONFERENCES, *EDUCATIONAL PHILOSOPHY, *CURRICULUM, *EDUCATIONAL PROBLEMS, COURSE CONTENT, *PROGRAM DESCRIPTIONS,

Manuscripts of 158 individual conference presentations are included. Speeches in each general session were centered on one of the following major topics--(1) Philosophical Bases of Industrial Arts--Four Poles, (2) Industrial Arts and the National Image, (3) The Cultural and Educational Heritage of Our Technological Society, (4) How and Where Can We Develop Content for Teaching Industrial Arts from Technologies of the Past, (5) Industrial Arts--Its Place in Our Present Technological Society, (6) Implementing Today's Technology into Industrial Arts Programs, and (7) Industrial Arts Programs in the Space Age--Directions for the Future. Special panel subjects included--(1) Circling Two of the Four Poles, (2) Knowledge--Technology and Curriculum, (3) Our Cultural Heritage--A Rich Curriculum Source, (4) The Need for Artist-Craftsmen Who Can Design Objects to be Produced in Quantity, (5) Design and Drafting Concepts Based Upon Heritages of the Past, (6) Electronics--Milestones or Millstones, (7) The Contributions of History to the Graphic Arts, (8) Power and Mechanics--Old or New, (9) Metals Technology of the Past, (10) Our American Heritage--Does Time Change Industrial Arts, (11) Directions for Student Clubs, (12) The Oswego Plan and the Ohio State Plan, (13) Industrial Arts and the Federal Aid Programs, (14) What Are the Challenges of Mass Production in the Ceramics Industry, (15) Are Present Design and Drafting Programs Becoming too Technical, (16) Photography--The Basic Tool of the Graphic Arts, (17) Mechanics and Power Are the Go in Industrial Arts and Technology, (18) N.D.E.A. Title XI Programs--The Institute, (19) What Direction in Ceramics and Plastics--Machine Made Mediocrity or High Level Design, (20) Creative Design and Drafting in the Space Age, (21) Space Age and Computer Electronics Technology--Are You Prepared for the Countdown, (22) Graphic Arts Education and the Technology of the Future, (23) New Projections for Mechanics and Power Technology in the Space Age, and (24) Metals Technology of the Future. Other sessions were devoted to evaluation symposia and special interest panels. (EM)

VT 003 593 ED 017 678
Developing Human Potential through Industrial Arts, Addresses and Proceedings of the Annual Convention of the American Industrial Arts Association (27th, Tulsa, 1965).

American Industrial Arts Assn., Washington, D.C.
Pub Date - 65
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS. 275p.

*INDUSTRIAL ARTS, CONFERENCES, SPEECHES, SYMPOSIA, *EDUCATIONAL PHILOSOHY, *TEACHER EDUCATION, STUDENTS, *INDIVIDUALIZED PROGRAMS, CURRICULUM, *PROGRAM DESCRIPTIONS, SOCIAL PROBLEMS, INDUSTRIAL ARTS TEACHERS, TEACHER ROLE, COURSE CONTENT, Speeches presented at the conference are included--(1) "Technology and Social Change" by J.H. Hollomon, (2) "Developing Human Potential in Space" by J.F. Shea, (3) "Curriculum--Innovations and Issues, 1965" by K. Wiles, (4) "Opportunities for Individual Development Through Programed Instruction" by W.C. Meierhenry, and (5) "And After the Revolution" by J.W. Becker. Twenty-five symposia consisting of 90 presentations include (1) "Increased Individual Responsibility and Commitment Are Needed in Industrial Arts," (2) "Social Barriers to the Release of Human Potential," (3) "What Steps Can Industrial Arts Groups Take That Will Help in the Task of Maintaining a Responsive Curriculum," (4) "What Provision Can the Industrial Arts Teacher Make to Safeguard the Interest of Individual Students," (5) "Can the Gap Between Research and Utilization of Research in Industrial Arts be Closed," (6) "Significance of Developing Creativity as an Important Aspect of Concern for the Individual," (7) "The Effect of Environment on the Human Potential," (8) "Providing Opportunities for Individual Learners to Reveal Themselves," (9) "New Methods of Teaching Which Will Enable the Industrial Arts Teacher to Develop More Fully Our Human Resources," (10) "Coping with Individual Differences Within a Group," (11) "A Plan of Procedure That Will Give Every Learner an Opportunity to Advance According to His Potential," (12) "Teacher Education in Elementary School Industrial Arts," (13) "Defining the Role of Industrial Arts Education for the Future," (14) "The Evolving Concepts Regarding the Technical and Professional Competencies of Industrial Arts Teachers," and (15) "Teaching and Learning in Industrial Arts." This document is available for $3.50 from American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (EM)

RESEARCH DESIGN AND RESEARCH DEVELOPMENT SECTION

VT 000 042 ED 017 619
North Atlantic Regional Research Conference in Agricultural Education, Conference Proceedings (Ithaca, November 5-7, 1963).

New York State Coll. of Agr., Ithaca. Agr. Educ. Div.
Pub Date - 63
EDRS RICE MF-$0.25 HC-$2.08 50p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *OFF FARM AGRICULTURAL OCCUPATIONS, SPEECHES, *CONFERENCES,

North Atlantic Region,

This publication reports on significant speeches, current research, and committee work during the 3-day conference for teacher educators, supervisory staff members, teachers of agriculture, and graduate students in agricultural education. Digests of the following speeches are given--(1) "Progress Report of State Studies in Non-Farm Agricultural Occupations," by Robert E. Taylor, (2) "Designing Research in Education" and "Suggestions for the Preparation of Educational Research Materials," by David R. Krathwohl, and (3) "Research Implications of the Study of Employment Opportunities and Needed Competencies in Non-Farm Agricultural Occupations," by Duane M. Nielsen. Complete texts are given for (1) "Research Experiences," by Lawrence B. Darrah, and (2) "Our National Center for Advanced Study and Research in Agricultural Education," by C. W. Hill. Reports are given for the five work groups who studied research projects or proposals submitted in advance by several states and suggested improvements in their design. (PS)

VT 000 461 ED 018 535
Report of Research Coordination Conference on Agricultural Occupations (Ohio State University, Columbus, Ohio, May 27-29, 1963).

Ohio State Univ, Columbus. Nat Center for Res in Agr Educ.
Office of Educ (DHEW), Washington, D.C. Agr Educ Branch.
Pub Date - 63
EDRS PRICE MF-$0.50 HC-$3.60 88p.

*AGRICULTURAL EDUCATION, *CONFERENCES, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT OPORTUNITIES, EDUCATIONAL NEEDS, RESEARCH TOOLS, *OCCUPATIONAL SURVEYS, *RESEARCH METHODOLOGY,

Research Coordination Conference on Agricultural Occupations, Pennsylvania, Ohio, Illinois,

Approximately 25 persons from 14 states attended a conference to (1) maximize the possibilities for achieving commonality in agricultural occupations studies conducted by states, (2) provide states with resulting materials and encourage studies, and (3) provide opportunity for sharing experiences. A brief appraisal of basic general considerations and general research on education for agricultural occupations employment, by G.Z. Stevens, is included. Committee reports are presented on definitions and objectives, identifying the population, sampling procedures, instruments and data collection, and summarization and implementation. Copies of survey forms used for employment opportunities studies in Ohio and Pennsylvania and reviews of three state studies completed or underway are also included. (RW)

VT 000 682 ED 017 632
Proceedings of Annual Southern Regional Research Conference, Agricultural Education, "Tooling Up for Research," (13th, Texas Technological College, July 29-31, 1964).

Leach, T. L. * Webb, Earl
Texas Technological Coll., Lubbock. Dept. of Agr. Educ.
Pub Date - 64
EDRS PRICE MF-$0.50 HC-$2.64 64p.

VOCATIONAL RETRAINING, *AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, PROGRAM ADMINISTRATION, ADULT FARMER EDUCATION, OFF FARM AGRICULTURAL OCCUPATIONS, VOCATIONAL AGRICULTURE, EDUCATIONAL NEEDS, FARMERS, FARM MECHANICS (OCCUPATION), VOCATIONAL EDUCATION, *RESEARCH NEEDS, ORGANIZATION, AGRICULTURAL OCCUPATIONS, HIGH SCHOOL GRADUATES, OCCUPATIONAL SURVEYS, FARM MANAGEMENT, CONFERENCES, PROGRAM EVALUATION, PROGRAM DEVELOPMENT, FINANCIAL SUPPORT,

Louisiana, Georgia, Oklahoma, Arkansas, Texas,

The purposes of the conference were to consider problems in implementing agricultural education research and to study recent research findings. Teacher educators, supervisors, college professors, chairmen, directors and deans, representatives from industry and government, teachers, and a school administrator were among the 42 participants. Speeches include--(1) "New Programs in Vocational Education with Implications for Research and Development as Provided in the Vocational Education Act of 1963," by Duane M. Nielsen, (2) "Needed Research in Education," by Morris S. Wallace, (3) "The Financial Structure for Conducting Research," by Fred D. Rigby, (4) "A Structure for Conducting Research," by Herschel T. Lester, Jr., (5) "Factors Associated with Success of Adult Education in Vocational Agriculture in Arkansas," and (6) "The Core Program in Vocational Agriculture in Arkansas," by Roy W. Roberts, (7) "Off-the-Farm Occupations Survey in Louisiana," by Charlie Curtis, (8) "Educational Needs for Agricultural Occupations in a Selected Area of Louisiana," by Richard G. Morrison, (9) "Implementing Research," by Gerald W. Thomas, (10) "An Analysis of High School Vocational Agriculture from Evaluations of Graduates in the Panhandle Area of Texas," by Lewis Eggenberger, (11) "The Farming Practices of Former Vocational Agriculture and Nonvocational Agriculture Students in Selected Georgia Counties," by George O'Kelley, (12) "A Study of the Effect of Selected Characteristics of Trainees in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma," by Everett D. Edington, and (13) "Policies and Procedures Governing Post-High School Training in Vocational Agriculture," by W. M. Mahoney. (JM)

VT 000 973 ED 017 641
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

Fishman, Leslie * and others
Colorado Univ., Boulder. Bureau of Economic Research.
Pub Date - Mar66
EDRS PRICE MF-$1.00 HC-$8.36 207p.

*METHODOLOGY, MATRICES, *EMPLOYMENT PROJECTIONS, *LABOR MARKET, *MODELS, STATISTICAL DATA, LITERATURE REVIEWS, OCCUPATIONAL CLUSTERS, EMPLOYMENT TRENDS, EMPLOYMENT STATISTICS, INDUSTRY, GEOGRAPHIC REGIONS,

Denver, Colorado,

Various methods available for a projection of occuational requirements of a Standard Metropolitan Statistical Area (SMSA) are reviewed, as well as the data available to implement these approaches. Two "naive" models are recommended for use as bench marks against which to compare more sophisticated approaches--the "no change" model and a model where the SMSA change is assumed to be the same as the national change. Four sophisticated models are considered--(1) the historical, where the SMSA is considered so different from the United States or other SMSA's that it must be treated as a separate, unique entity, (2) the "ideal- TYPE MODEL, where industries are grouped into significant categories (e.g., primary, secondary, tertiary), (3) the method that stresses occupational groupings (e.g., white collar, blue collar, service, and farm workers), and (4) the method that relates the SMSA to the national economy. The two main applications of occupational projections are to guide educational planners and to advise entrants and potential entrants into the labor market. The long-run aim is to help rationalize the overall labor market. The "best" projections for educational decision-makers are those that would group occupations by common background requirements and those that would help prepare curriculums for an auto making and mobile economy. Appendix I reviews the literature on employment projections and the data available for making these projections in the Denver SMSA. Appendix II develops and applies a method for occupational projections for the Denver SMSA using the matrix tool. (EL)

VT 001 244 ED 017 646
Detroit Study of the Effectiveness of High School Education for Entrance Into the World of Work.

Cook, Fred S.
Business Teachers' Club of Metro Detroit, Mich. Res Comm.
Detroit Public Schools, Mich.
Wayne State Univ., Detroit, Mich.
Pub Date - Jun63
EDRS PRICE MF-$0.25 HC-$1.60 38p.

*RESEARCH METHODOLOGY, DATA COLLECTION, GRADUATE SURVEYS, *SURVEYS, *OCCUPATIONAL SURVEYS, DROPOUTS, INTERVIEWS, QUESTIONNAIRES, PILOT PROJECTS,

Ferndale, Michigan,

Primary objectives of this pilot project were to (1) develop and test instruments for gathering data relevant to quantity and types of entry jobs available in a selected community and the concomitant talents demanded by business for these jobs, and (2) develop and test instruments for gathering data concerning work activities of recent dropouts and graduates. Ferndale, a community in the Detroit Metropolitan area, was selected for the study. Three instruments were developed--(1) Instrument A for studying all types of business and industrial firms in the community. From a total of 756 firms, 200 were drawn for a sample, and 154 interviews were completed, (2) Instrument B for surveying those business and industrial firms which offered the greatest entry job oportunities. From a sample of 50, 88 percent were contacted, (3) Instrument C for surveying recent school leavers to determine their employment patterns. From the graduation class of 1960 (366 students), 55 were selected randomly. Steps are outlined for selection of the three sample population. Conclusions were--(1) The techniques and instruments used in contacting a valid sampling of employers were appropriate and provided an effective means for determining the type, quantity, and requirements of the job available to students, and (2) The instruments used for followup of high school graduates were effective. Instruments and findings of the surveys are . included. (PS)

VT 001 334 ED 018 565
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities, June 13-August 12, 1966.

Lamar, Carl F.
Kentucky Univ., Lexington. Research Foundation
Pub Date - Aug66
EDRS PRICE MF-$0.50 HC-$3.60 88p.

*INSTITUTES (TRAINING PROGRAMS), *EDUCATIONAL RESEARCH, *RESEARCH SKILLS, *VOCATIONAL EDUCATION, *LEADERSHIP TRAINING, PROGRAM EVALUATION,

Thirty secondary and college teachers, supervisors, and teacher educators from agriculture, home economics, business and office education, distributive education, health, and trade and industrial education participated in an institute designed to increase the research competence of persons in positions of leadership. All except one were enrolled for graduate school credit. The program included instruction and practice in statistics, research methodology, and research design. Considerable time was used in preparing 14 proposals for research, training, experimental, developmental, or pilot projects. The program included (1) 40 hours of statistical instruction, (2) 40 hours of statistical laboratory, (3) 50 hours of research methodology, (4) 50 hours of research design, and (5) 100 hours of library study, commitee work, and field trips. All participants thought the Institute was well worth while. They recommended that future Institutes schedule more time for preparing proposals, include more practical application of statistics and more time for the statistics laboratory, and plan the Institute for two summers to include research methodology, and design the first and a combination of methods, design, and statistics the second. The appendix contains public relations materials, an application form, a letter of acceptance, a list of project titles developed by participants, a bibliography, and the institute evaluation form. (EM)

VT 001 452 ED 018 577
The Proceedings of the DPE (Research Training) Conference (Detroit, Michigan, March 1965).

Bangs, Kenneth
Pub Date - 65
EDRS PRICE MF-$0.75 HC-$5.40 133p.

*CONFERENCES, *RESEARCH METHODOLOGY, RESEARCH PROJECTS, *BUSINESS EDUCATION, *DATA PROCESSING, *SECRETARIES, STENOGRAPHERS,

DPE (Research Training) Conference

Sixteen members of the Delta Pi Epsilon participated in a 3-day conference (1) to develop two potentially fundable research proposals that could be undertaken nationally by Delta Pi Epsilon, and (2) to encourage participants and chapters to promote similar research and research training conferences. The two research proposals submitted to the U.S. Commissioner of Education were "Curricular Implications of Automated Data Processing for

Educational Institutions" and "Factors Associated with Successful Adaptation to the Secretarial-Stenographic Role." The first proposal included the analysis and evaluation of integrated data processing training programs in selected educational institutions and a study of employees in the integrated data processing programs in selected business offices to determine the common body of knowledge needed. The second proposal planned to study expectations of secretarial behavior which are held by the secretaries/stenographers' supervisors, by the secretaries' peers, and by the secretary herself. Related variables to be studied were--(1) general educational background, special vocational preparation, occupational experience, skills and knowledges, personality characteristics, and social characteristics of the secretary's, and (2) characteristics of the group and the setting in which the secretary works. A manual describing the procedures followed by the group and suggested procedures to be used in drafting a research proposal was developed by a committee. A regional conference for sponsoring research training was planned. The two research proposals, a proposal form, suggestions for holding regional conferences, and suggestions for those seeking funds for research are included. (PS)

VT 001 573   ED 018 592
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development (February 7-11, 1966).

Lester, Herschel T., Jr.
Georgia Univ., Athens. Vocational Research.
Pub Date -   66
EDRS PRICE MF-$0.75 HC-$5.88   145p.

*RESEARCH METHODOLOGY, *VOCATIONAL EDUCATION, *CURRICULUM DEVELOPMENT, *SEMINARS, ECONOMIC FACTORS, SOCIAL CLASS, COMMUNITY INFLUENCES, EDUCATIONAL PSYCHOLOGY, RESEARCH PROJECTS, MODERN MATHEMATICS, ENGLISH CURRICULUM, ANTHROPOLOGY, RESEARCH PROPOSALS, *CURRICULUM RESEARCH,

National Vocational-Technical Education Seminar on Research and Curriculum Development,

Forty-one vocational-technical education leaders and 23 consultants participated in a seminar to discuss existing research methods believed to be useful in controlling curriculum variables. The seminar was one of six conducted in cooperation with the American Vocational Association, U.S. Office of Education, and Cornell University. Presentations included (1) "The Interpretation of Economic Data" by N.J. Wood, (2) "A Look at Social Class" by R. Payne, (3) "Relationships of Community Environment to the Vocational Education Curriculum" by S.C. Mayo, (4) "Educational Psychology and the Curriculum" by J.C. Bledsoe, (5) "Current Research Developments in the U.S. ffice of Education" by D.M. Neilsen, (6) "Statistical Models in Curriculum Development Studies" by H.E. Anderson, (7) "The New Mathematics--A Pattern for Curriculum Reform" by J.R. Hooten, Jr. (8) "Curriculum Development and Evaluation in English" by M.J. Tingle, (9) "The Anthropology Curriculum Project at the University of Georgia as a Model for Curriculum Development--Practical Problems" by J.M. Rice, (10) "General Suggestions for Writing Research Proposals" by W.G. Findley, and (11) "The Demand for Curriculum Revision in Vocational Education" by D.S. Bushnell. (JM)

VT 001 846   ED 016 056
Research Conference in Agricultural Education (20th, University of Nebraska, August 2-4, 1966).

Nebraska Univ., Lincoln. Dept. of Agricultural Education
Pub Date -   Jun66
EDRS PRICE MF-$0.75 HC-$6.68   167p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *INFORMATION DISSEMINATION, *ADOPTION (IDEAS), CONFERENCES, RESEARCH COORDINATING UNITS,

Fifty-four participants from nine states attended the conference to discuss regional research, methodological improvements, and new areas of research. Texts of major speeches given at the conference are included--"Research in Education" by W. K. Beggs, "The Challenge to Social Science Research in Agriculture," by Howard W. Ottoson, "Research Design" by D. J. Sjogren, "A Practical Approach to Disseminating the Findings of Educational Research," by K. E. Shibata, "A Program Planner Looks at Adoption Research" by A. E. Lutz, "Evaluation of Research" by V. E. Christensen, "Diffusion and Adoption of Research Results" by W. C. Meierhenry, and "The Role of the Research Coordinating Unit in Vocational Education," by K. E. Shibata. Committee reports on research design and development, dissemination and adoption of research results, and evaluation of research and summaries of the following graduate student research are included--"Vocational Competencies and the Loci of Instruction for the Performance of the Sales Function in the Feed Industry," by J. J. Albracht, "Source and Extent of Economic Commitments to Public Vocational Education in Minnesota and Their Effects on the Nature of Training Opportunities," by C. L. Nelson, "Educational Restrictions to Agricultural Success and the Relationship of Education to Income Among Farmers," by E. A. Persons, and "Career Pattern Analysis of a Selected Group of Former Vocational Teachers," by J. F. Thompson. (JM)

VT 002 121   ED 017 658
Research in Vocational Education.

Bertolaet, Frederick
Research Training Inst., Denver, Colo.
Pub Date -   7Dec66
EDRS PRICE MF-$0.25 HC-$0.72   16p.

*RESEARCH PROBLEMS, *RESEARCH OPPORTUNITIES, *RESEARCH METHODOLOGY, *VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, SURVEYS, DEMONSTRATION PROJECTS, PROGRAM EVALUATION, EDUCATIONAL EXPERIMENTS,

The many activities resulting from the recent emphasis upon improving education should concern the major problems, research topics, and priorities identified through a suggested system of vocational education bookkeeping in which results are reviewed by appropriate staff and resource personnel from business, industry, colleges, and universities. The following areas of concern were identified at a national conference in 1966--(1) community cooperation for manpower development, (2) preparation for the world of work--what business and industry want from vocational education and what the schools should do, (3) vocational education--partner in labor development, and (4) vocational preparation for inner-city youth. These areas contain problems of a researchable nature. "In today's seller's market how far have the standards of employment slipped," is suggested as one of 16 questions which could be answered through a descriptive survey. One of 12 examples suitable for demonstration projects is, "Industry can send craftsmen, technicians, and research personnel into the schools for teaching purposes." An example from 10 suggestions of research in modifying organization or practice is, "Can the presence of work conditioning counteract the effect of the poor family's attitude on their children and the absence of objectives or goals coupled with the lack of dignity on the part of these youth." Suggestions for basic research concern the motivation of minority groups, personality defects and mental health relative to employment preparation, communication disabilities of the disadvantaged, and transferability of work habits and attitudes. (EM)

VT 003 612 ED 018 636
Federal Aid for Industrial Arts.

American Industrial Arts Assn., Washington, D.C.
Pub Date - 66
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. 98p.

*INDUSTRIAL ARTS, *FEDERAL LAWS, SCHOLARSHIP FUNDS, *RESEARCH PROPOSALS, GUIDELINES, *FELLOWSHIPS, *INSTITUTES (TRAINING PROGRAMS), FEDERAL AID,

The Elementary and Secondary Education Act of 1965, The National Defense Education Act, Higher Education Act of 1965,

This conference, which was attended by 102 persons representing local districts, universities, and governmental agencies, was to provide an understanding of--(1) what the various laws mean, (2) how to prepare specific proposals, (3) how to initiate actions for federal funds, and (4) when and where proposals should be introduced. Major presentations included--(1) "The Elementary and Secondary Education Act of 1965, Title I" (ESEA), (2) "ESEA, Titles II and III," (3) "ESEA, Title IV", (4) "ESEA, Title V," (5) "Explanation of Industrial Arts Institutes Under Title XI, National Defense Education Act," (6) "Undergraduate Student Financial Assistance Available for Industrial Arts Students Under the Higher Education Act of 1965, Title IV," and (7) "A Look Ahead in Educational Legislation." The appendix gives a roster of participants and suggested guidelines for proposal preparation. This document is available for $3.75 from American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (EM)

VT 003 682 ED 014 586
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.

North Carolina Employment Security Commission, Raleigh
Pub Date - Jan67
EDRS PRICE MF-$0.25 HC-$1.96 47p.

*EMPLOYMENT SERVICES, LABOR FORCE, *UNEMPLOYMENT, UNEMPLOYMENT INSURANCE, *JOB APPLICATION, *UNEMPLOYED, INDIVIDUAL CHARACTERISTICS, VOCATIONAL EDUCATION, EDUCATIONAL INTEREST, SURVEYS,

Greensboro, High Point, North Carolina,

The purposes of the study were to (1) examine the relationship between unemployment and the active file which is composed of job application forms less than 30 days old, (2) determine the extent to which persons have registered in more than one Employment Service Office in an area, (3) measure the extent of registration by persons not living in the local office area, (4) examine factors relating to the use of the active file as an economic indicator, especially in measuring the number of unemployed workers in an area, and (5) determine the interest of all actively registered applicants in occupational training programs. Of the 3,059 mid-January applicants at both the Greensboro and High Point Employment Service offices, 2,182 responded to a questionnaire, 90 were contacted by telephone, and 40 were included in the study on the basis of information from unemployment insurance claims. Findings included (1) Dual registrations were insignificant, (2) With 54 percent of those in the file either employed or not in the labor force, and 46 percent unemployed, the active file would not serve as a reliable indicator of the available unemployed in an area, (3) Because of a lack of an actual unemployment figure, no relationship could be established between the active file unemployment and total unemployment, (4) The active file would not serve as a good basis for measuring area unemployment without first eliminating out-of-area residents from the file, and (5) Only about 12 percent of the actively registered applicants appeared to be sincerely interested in occupational training. An appendix includes a monetary eligibility study of unemployed applicants who did not file unemployment insurance claims. (ET)

VT 003 820   ED 014 594
Follow-Up Techniques in a Large-Scale Test Validation Study.

Droege, Robert C. * Crambert, Albert C.
Pub Date -   65
DOCUMENT NOT AVAILABLE FROM EDRS.

*GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, TECHNIQUES, *DATA COLLECTION, LONGITUDINAL STUDIES,

Records were kept on the success of techniques used to obtain followup information on occupational and educational status of 12,615 individuals 2 years after being tested in grade 12. The students completed an address sheet during their senior year giving the addresses of three persons who would be likely to know their location 2 years later. Employment Service personnel in the 19 states used various methods to locate the students for the followup study. Most students were reached through use of letters. It was found to be worthwhile to send as many as three letters, if necessary, before trying another method. However, there was a strong relationship between the number of techniques used by a state and the state's overall success. Among the most successful techniques, in terms of the percentage of attempts that were successful, were telephone calls, personal visits, use of employment service records, and personal knowledge of individuals in the community. This article is published in the "Journal of Applied Psychology," volume 49, number 4, August 1965. (ET)

VT 003 823   ED 016 828
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma. Quarterly Report, December 1, 1966-March 1, 1967.

Stevenson, William W.
Oklahoma Vocational Research Coord. Unit, Stillwater

Pub Date - 67
EDRS PRICE MF-$0.25 HC-$0.36 7p.

*RESEARCH COORDINATING UNITS, *PROGRAM DESCRIPTIONS, *STATE PROGRAMS, *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION,

Oklahoma,

Vocational education research priorities for improving vocational-technical education were defined by the Unit with the assistance of its counsulting and advisory boards. Teachers in the field are being encouraged to develop innovative practices which may be evaluated to find solutions to pressing problems. Special attention will be directed toward the areas of curriculum development, counseling, and communication between schools and business and industry. Three half-time research assistants, working toward the doctoral degree, were added to the staff and will be carrying out individual research and assisting in Unit projects. Research projects included a statewide study of the plans of high school seniors and a followup study of vocational students. New projects are being developed in the areas of vocational education in small rural high schools in Oklahoma, total community approach to solving educational and cultural problems of Indian children in selected Oklahoma schools, paramedical education, program planning and development in electro-mechanical technology. The project on human disability estimates and projections was completed. During the quarter, Unit personnel attended seven out-of-state meetings, participated in 11 state conferences, and held 19 individual conferences on research. (MM)

VT 004 159 ED 015 326
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change, Methodology and Pilot Results from the Banking, Steel and Aerospace Industries.

Crossman, Edward R.F.W. * and others
Calif. Univ., Berkeley. Dept. of Ind. Eng. and Oper. Res.
Pub Date - Oct66
EDRS PRICE MF-$1.25 HC-$12.32 306p.

*TECHNOLOGICAL ADVANCEMENT, *JOB SKILLS, EMPLOYMENT PROJECTIONS, *STEEL INDUSTRY, *BANKING, PRODUCTIVITY, OCCUPATIONAL INFORMATION, COMPARATIVE ANALYSIS, STATISTICAL ANALYSIS, JOB ANALYSIS, EMPLOYMENT QUALIFICATIONS, ADMINISTRATIVE POLICY, ELECTRONIC DATA PROCESSING, NUMERICAL CONTROL, AUTOMATION, FIELD STUDIES, *AEROSPACE INDUSTRY, EVALUATION TECHNIQUES,

The major objective was to test the hypothesis that the highest levels of mechanization and automation generally require lower levels of skills than earlier production systems. A secondary objective was to develop an instrument capable of giving unbiased projections of the manpower impact of specific advances in production technology. Dependent variables were man-hour requirements per unit product and required skill level rated on a previously developed scale. Data from actual observations of processes, from company job analysis instruments, and employee, cost, and production records were collected independently from two firms in each industry for which an old and a new process were compared -- banking, steel annealing, steel galvanizing, and aerospace metal machining. All pairs of processes showed the expected reduction in man-hour requirement per unit, and in all cases installation of the new process was justified in terms of higher productivity. Mean skill levels were increased to a statistically significant extent in all cases except metal machining where they were reduced significantly. However, the changes were small in absolute terms. Manpower demand increases resulting from using the new processes were not big enough to affect the labor force. Therefore, other sectors of the economy will have to furnish needed employment. The appendix, approximately 200 pages, contains procedures for creating the instruments used in the study, raw data, data analysis, and job descriptions within the five cases. (EM)

VT 004 309   ED 016 132
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

Fishman, Leslie * and others
Colorado Univ., Boulder. Bureau of Economic Research.
Pub Date -   Sep65
EDRS PRICE MF-$1.00 HC-$8.16   204p.

*EMPLOYMENT TRENDS, *METHODOLOGY, *EMPLOYMENT PROJECTIONS, *STATISTICAL ANALYSIS, *MATHEMATICAL MODELS, LABOR FORCE, CENSUS FIGURES, OCCUPATIONS,

Denver, Colorado,

The final stage of a program for achieving a balance between the aggregate supply and demand for labor is the distribution of the industry employment estimates into occupational requirements based on projections of occupational patterns by industry. This can be used to evaluate potential areas of substantial surplus or shortage, and provide the basis for occupational guidance and development of longer-run training programs. The main purpose of this study was to explore methods to accomplish these occupational projections for a sub-area of the National economy. The study provides a general description of how the national input-output tables and occupational matrices might theoretically be applied to a specific standard metropolitan statistical area (SMSA) and details the data presently available for an SMSA occupational projection. Two naive models of occupational projection were developed and evaluated. Four more sophisticated models were developed and compared to the naive models. It was found that all will agree on the estimations, if the assumptions are made consistent with one another, because they are analyzing the same experience from four different points of view. A detailed development of one model is discussed in terms of -- (1) the industry-occupation matrix, (2) the industry-production functions, (3) the output-time relations, and (4) the integration of these phases into the complete model. (HC)

VT 004 656   ED 016 144
Structuring a Program of Research and Development for Kentucky Designed to Bring Together All Available Research Resources to Support a Continuing Program of Vocational Education. Final Report.

Lamar, Carl F.
Kentucky Univ., Lexington.
Pub Date -   Apr67
EDRS PRICE MF-$0.50 HC-$2.60   63p.

PROGRAM DEVELOPMENT, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *EDUCATIONAL RESEARCH, *STATE PROGRAMS, *VOCATIONAL EDUCATION, ORGANIZATION, Kentucky,

Organized to provide leadership, motivation, and coordination to foster a favorable climate for occupational research and development in vocational education, a Research Coordinating Unit was established on June 1, 1965. The Unit director operates under the Assistant Superintendent for Vocational Education and the Dean of the College of Education of the University of Kentucky. Activities have included--(1) employing a research staff, (2) organizing a state research advisory committee, a state research steering committee, and six research coordinating committees composed of vocational education personnel and representatives from the State Employment Service, (3) conducting meetings to provide information about the Unit and opportunities to participate in activities, (4) conducting meetings involving national, regional, and state personnel to establish guidelines for developing program projections, (5) developing a research-resource library, (6) conducting research-training institutes, (7) holding interdisciplinary and interagency meetings to develop plans for cooperative endeavors, (8) cooperating with agencies outside the state on research and related activities, (9) conducting and directing studies supported by vocational education funds, and (10) publishing a quarterly newsletter, and brochures describing activities of the Unit. (JK)

VT 004 940 ED 017 731
Procedural Guide for Writing of Proposals.

West Virginia Res Coord Unit for Vocat Educ, Huntington
West Virginia State Dept. of Education, Charleston
Pub Date - 68
EDRS PRICE MF-$0.25 HC-$1.88 45p.

*RESEARCH COORDINATING UNITS, *RESEARCH PROPOSALS, RESEARCH CRITERIA, *EDUCATIONAL RESEARCH, *ADMINISTRATOR GUIDES, EVALUATION, *VOCATIONAL EDUCATION, PILOT PROJECTS, EXPERIMENTAL PROGRAMS, DEMONSTRATION PROGRAMS, PROGRAM PLANNING, FINANCIAL SUPPORT, FEDERAL AID, PROGRAM PROPOSALS, PROGRAM DEVELOPMENT,

The procedures to be followed in the preparation, submission, and approval of applications for funds to support research, training, experimental developmental programs, and pilot programs in vocational education are outlined. The areas discussed are (1) sources of funds, (2) procedure for submission of research proposals, (3) types of proposals, (4) review procedure for proposals, (5) the format of the proposal document, (6) final reports of funded projects, (7) criteria for evaluating proposals, and (8) educational research priority areas for 1967-68 as perceived by the United States Office of Education's Bureau of Research. The appendixes include (1) outlines and criteria for evaluating different kinds of proposals, (2) checklist for proposal review, and (3) facsimiles of the preliminary application form, the budgetary format, and a worksheet. This guide represents one of the ongoing efforts of the West Virginia Research Coordinating Unit for Vocational Education to stimulate, coordinate, and disseminate research and research findings within the state of West Virginia. (ET)

STUDENTS AND
STUDENT PERSONNEL SERVICES
SECTION

VT 000 178   ED 017 622
Report of the Vocational Guidance Seminars, Summer 1965, An Overview and Evaluation of Vocational Guidance Seminars Prepared from Statements Made by Most of the Participating Guidance Counselors.

Angel, James L.
Pub Date -   Oct65
EDRS PRICE MF-$0.25 HC-$0.76   17p.

*SEMINARS, *COUNSELORS, *OCCUPATIONAL GUIDANCE, VOCATIONAL EDUCATION, *PROGRAM EVALUATION,

Ohio,

Four vocational guidance seminars were conducted for 3 weeks with two seminars at The Ohio State University and two at Kent State University. The participants were certificated school counselors actively engaged in guidance positions in schools in Ohio which have programs of vocational education. This report is an evaluation of the seminars, and the suggestions given should provide guidelines for the persons responsible for conducting such seminars in the future. Evaluation forms were sent to participants, and 53 persons responded. The instructional topic that proved to be of most interest was public relations. The opportunity to write real newspaper articles or informational brochures was considered an important activity. The topic of vocational philosophy needs to be carefully defined, presented, and discussed during the seminars. One criticism was the overlapping of content by several different speakers. It was recommended that the daily schedule be varied so as not to keep the participants in regular classroom sessions too long. The number of field trips should be increased. More time should be provided for the group members to exchange ideas about their own programs. Additional recommendations and evaluations are included. Concerns listed by counselors prior to the seminars and the evaluation form are included in the appendix. (PS)

VT 000 340   ED 018 533
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965 (Includes Summary for 1954 to 1965).

Winefordner, David
Ohio St Dep of Ed, Columbus. Div of Guidance and Testing
Pub Date -   1Jul65
EDRS PRICE MF-$0.25 HC-$0.56   12p.

SURVEYS, *VOCATIONAL INTERESTS, GRADE 10, GRADE 11, *EDUCATIONAL INTEREST, *HIGH SCHOOL STUDENTS, VOCATIONAL EDUCATION, HOME ECONOMICS EDUCATION,

Ohio,

A questionnaire was administered to all tenth and eleventh grade students in 142 schools (44,429 students) for the 1964-65 survey. The purpose of the questionnaire was to obtain an estimate of (1) students' plans for employment or further schooling after high school, (2) vocations which students think they might like to enter, and (3) the number of students who would have desired specific vocational courses had they been offered as part of their high school curriculum. Some findings of the questionnaire were--(1) 32,257 students (72.6 percent) desired high school vocational education, (2) 20,262 (45.6 percent) planned to attend college, (3) 16,642 (37.5 percent) indicated plans for further education or training after high school other than college, and (4)

5,809 (13.1 percent) indicated a desire for high school vocational training and had no plans to attend college or get further education after high school. Students were asked to make first and second choice selections for vocational courses they felt would meet their educational and vocational needs. The course selections are listed with numbers and percentages. A separate sheet was included in the questionnaire for home economics. A total of 21,514 girls completed the questionnaire, and a summary of the findings is included. (PS)

VT 000 685   ED 017 633
Educating the Teen-Ager in Human Relations and Management of Resources, Papers from the Annual Meeting (56th, Atlantic City, 1965).

American Home Economics Assn., Washington, D.C.
Pub Date -   65
EDRS PRICE MF-$0.50 HC-$4.60   113p.

*TEENAGERS, NUTRITION, *HOME MANAGEMENT, *HOMEMAKING EDUCATION, *CONSUMER ECONOMICS, *HUMAN RELATIONS, FINANCIAL PROBLEMS, FAMILY RELATIONSHIP, HOME APPLIANCES, CLOTHING,

The growing numbers of teenagers and their influence on the economy both as earners and spenders force educators and other professionals to examine their responsibilities to this group. Home economists' concern for problems of young people in managing resources and in human relations led to planning programs in these areas at their annual meeting. Topics and speakers were--(1) "What We Know about Today's Teen-Agers," by Melvin S. Heller, (2) "A Teen-Ager's View on the Relation of Sensitivity to Human Relations," by Rebecca Kunkel, (3) "Summary on Sensitivity in Home Economics," by Arthur Gravatt, (4) "The Teen-Age Consumer," by Irene G. Oppenheim, (5) "Educating the Teen-Ager in Human Relations," by Wallace C. Fulton, (6) "Teen-Age Nutrition," by Phyllis J. Olson, (7) "Laundry Equipment," by Ruth Krustev, (8) "Major Kitchen Equipment," by Lucille Schuster, and (9) "Youthful Consumers--Are They Educable," by Anne Ulmer. Genevieve Smith, Walter H. T. Raymond, Kathryn M. Greenwood, Marjorie Mead, Norman Karr, Alice Nelson, Kathleen Thompson, Kay Corinth, and Ruth Jackendoff each spoke on different aspects of the teenage market. This document is available for $1.00 from American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009. (MS)

VT 000 943   ED 017 640
Developing Proper Attitudes Toward Eye Protection in the School Shop, A Research Report.

Schaefer, Carl J. * and others
Pennsylvania State Univ., University Park. Dept of Ind Ed.
Pub Date -   65
EDRS PRICE MF-$0.25 HC-$0.92   21p.

*SCHOOL SAFETY, *EYES, *SAFETY EQUIPMENT, *STUDENT ATTITUDES, *CHANGING ATTITUDES, EDUCATIONAL EXPERIMENTS, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, GRADE 10, CONTROL GROUPS, EXPERIMENTAL GROUPS, TRADE AND INDUSTRIAL EDUCATION, SCHOOL SHOPS,

Pennsylvania,

Two methods of implementing school shop eye protection programs were investigated to determine the more effective for developing favorable and lasting student attitudes. Two independent samples, totaling 76, were drawn from the tenth grade vocational machine shop students and from college students enrolled in an engineering machine shop course. The experimental, control, and forced groups at both age levels were given (1) a tape-recorded introduction to eye safety, (2) a pretest attitude scale, (3) safety glasses, and (4) a post-test attitude scale. After they were given safety glasses, the experimental group was shown a film, "It's Up to You." The forced group was required to wear safety glasses in the shop full-time. The film produced no significant attitude change in the experimental group. There was no significant attitude change in the forced groups. Supplementary techniques are needed if significant favorable and lasting changes in attitude are to be achieved. A film reaction survey form, a form for evaluating safety glasses, and a tally sheet for recording the number of students wearing safety glasses are included. (EM)

VT 001 089 ED 018 556
Leadership for Vocational Education in California--Theory and Practice of Program Development, Summary Report of the Coastal, Central, and Southern Regional Conferences (March-April, 1966).

California Univ., Los Angeles. Div. of Vocational Educ.
California State Dep of Educ, Sacramento. Vocat Educ Serv
Pub Date - Apr66
EDRS PRICE MF-$1.00 HC-$8.28 205p.

*CONFERENCES, *OCCUPATIONAL GUIDANCE, *VOCATIONAL DIRECTORS, PUBLIC RELATIONS, CURRICULUM PLANNING, *VOCATIONAL EDUCATION, HOME ECONOMICS EDUCATION, PROGRAM DESCRIPTIONS,

California,

Ninety-four supervisors and coordinators of public school vocational education programs in California participated in a conference to explore the problems of occupational guidance. Speeches presented were--(1) "Working with the Image of Vocational Education" by Kenneth O. Smith, (2) "A Guidance Program--Its Significance to the Director of Vocational Education" by Robert G. Moses, (3) "Occupational Guidance in the Program of Parks Job Corps Center" by Steven Gale, (4) "Project Search--A 5-Year Followup Study of Graduates and Dropouts" by Evelyn T. Donaldson, (5) "Goal-Centered Curriculum at Northview" by James A. Snyder, (6) "Planning Your Future" by Glen N. Pierson, (7) "State Progress Report" by Kent Bennion, and (8) "Problems and Progress in Program Projections or Common Considerations for Contemporary Curricula" by Mack Stoker. Also presented were (1) a panel discussion, "The Guidance Panel," (2) a symposium, "Moving Forward in Home Economics Education," and (3) a symposium, "Trends and Programs in Subject Areas" which described courses in business education, health occupations, homemaking education, and fire training. Reports of small group and conversation group discussions are included. (PS)

VT 001 090 ED 018 557
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

Brazziel, William F.
Virginia State Coll., Norfolk Div.
Pub Date - Jun64
EDRS PRICE MF-$0.50 HC-$2.60 63p.

*RETRAINING, INDIVIDUAL CHARACTERISTICS, MALES, EDUCATIONAL BACKGROUND, QUESTIONNAIRES, EDUCATIONAL PROGRAMS, AGE, RACIAL CHARACTERISTICS, COMMUNICATION PROBLEMS, EMPLOYMENT EXPERIENCE, EMPLOYMENT PATTERNS, MANPOWER DEVELOPMENT, VOCATIONAL EDUCATION, *UNEMPLOYED, *UNSKILLED WORKERS, *ENROLLMENT INFLUENCES, *PROGRAM ATTITUDES, JOB PLACEMENT, *EDUCATIONAL ATTITUDES, ATTITUDE TESTS, EMPLOYMENT PROBLEMS,

MDTA Programs, Virginia,

The Virginia Employment Commission identified and contacted 314 men for enrollment in retraining programs. These men, ages 21 to 65, were compared on the basis of their acceptance or rejection of enrollment in the programs. The programs were (1) a 52-week course in brick masonry, automobile mechanics, sheet metal work, electronics technology, or building maintenance and (2) a 12-week course in automobile servicing. Data were collected by interview to test 10 hypotheses, three of which were--(1) The rejectors feel training allowances are too low, (2) Communications do not adequately convey the requirements for enrollment or the potential benefits, and (3) Education, training, work experience, and family characteristics differ for enrollers and rejectors. The three major factors which deterred enrollment were (1) The training allowance of $25 per week was too low, (2) The training period was too long, and (3) Communications concerning the courses and enrollment impeded recruitment. Other findings indicated the rejector had seldom been in military service, had not worked outside his home community, and had not worked with or near skilled workers. He seemed prone to misunderstand information about new programs. He also felt he could not afford a long period of retraining. Some recommendations were to--(1) utilize long range information programs, (2) use a variety of communication techniques, (3) provide a demonstration training project, (4) provide additional assistance for large families during training, and (5) use the simplest enrollment procedures. Statistical data are included. (EM)

VT 001 125   ED 018 558
Counseling Girls and Women--Awareness, Analysis, Action.

Berry, Jane * and others
Missouri Univ., Kansas City
Missouri State Dept of Labor and Ind Rel, Jefferson City
Pub Date -   Mar67
EDRS PRICE MF-$0.50 HC-$3.20   78p.

*COUNSELING, *FEMALES, EMPLOYMENT OPPORTUNITIES, SOCIAL CHANGE, VOCATIONAL COUNSELING, EDUCATIONAL COUNSELING, EDUCATIONAL PLANNING, LEISURE TIME, LOW INCOME, MARRIAGE, EMPLOYMENT SERVICES, *WOMENS EDUCATION, *WORKING WOMEN, FAMILY LIFE, INSERVICE EDUCATION, VOCATIONAL DEVELOPMENT,

Objectives of this guide to be used in an inservice training program are--(1) to alert counselors to specialized needs of girls and women, (2) to provide a readable source of background materials, (3) to develop appreciation of the role of the employment service in counseling girls and women, and (4) to create an awareness of research in the area of women's role in society. The perceptive counselor attempts to alert girls and women to social change and its impact on women's lives, future-oriented opportunities, and a life planning approach. The latter involves planning for multiple roles during different periods of their life. Women's employment falls into three general patterns--the constant employee, the in-and-out employee, and the novice. Attitudes are changing toward women's roles, and they now have to choose a career or home or both. Recent trends in education show that the more education a woman has, the greater are the chances that she will be working. New fields are opening for women with education. Continuing education is available to more people with different backgrounds. A annotated bibliography is included. (MS)

VT 001 460 ED 018 580
What Kinds of Occupational Information Do Students Need, For Presentation to Occupational Information and Vocational Guidance Conference, Pittsburgh, Pennsylvania, 11-13 March 1966.

Altman, James W.
Pub Date - 66
EDRS PRICE MF-$0.25 HC-$0.52 11p.

*STUDENT NEEDS, *OCCUPATIONAL INFORMATION, *VOCATIONAL GUIDANCE, PROGRAM PLANNING,

Occupational Information and Vocational Guidance Conference,

Results of studies suggest that students not only need occupational information, they need more and better information to support their objectives of career choice, career planning and development, and development and application of vocational capabilities. A proposed comprehensive structure for needed occupational information is based on a continuum which reaches backward in time from a skilled worker on the job toward the cradle. It encompasses the stages (1) journeyman capability which needs knowledge about the tasks and contexts which define the job as well as practice in realistic applications, (2) neophyte capability which needs practice on selected tasks or partial tasks sequences with extrapolation and generalization to the fuller job context, (3) general vocational capability which includes general preparation for later specific vocational training, and a continual feedback of reality-testing information about tentative career choices and plans, (4) career planning capability which requires some kind of structure or map pointing out varieties of jobs, student self-information, and student application of information, and (5) vocational awareness which needs an identification of the components and institutions of a working society and the economic, political, and philosophical lines which govern them, a clarification of how work-roles grow out of these institutional roles, and a meaningful concept of the working world as an evolutionary rather than a static system. A bibliography is included. This speech was to be delivered at the Occupational Information and Vocational Guidance Conference (Pittsburgh, March 11-13, 1966). (PS)

VT 001 541 ED 018 588
70,000 High School Seniors, Their Educational and Vocational Plans, A Report of the Survey of the Educational and Vocational Interests and Plans of Indiana's 70,000 High School Graduates in 1966.

Indiana Vocat. Tech. Coll., Indianapolis. Dept. of Res.
IVTC-Research Bull-1.
Pub Date - 67
EDRS PRICE MF-$0.25 HC-$1.36 32p.

VOCATIONAL EDUCATION, GRADE 12, SURVEYS, *VOCATIONAL INTERESTS, *HIGH SCHOOL STUDENTS, *EDUCATIONAL INTERESTS, STUDENT CHARACTERISTICS, *CAREER CHOICE, VOCATIONAL COUNSELING, EDUCATIONAL NEEDS, Indiana,

The interests of graduating seniors were identified to provide necessary data for developing those areas of post-high school education needed for persons entering the labor market. About 38,000, or 54 percent, of 70,000 graduates completed a 22-item questionnaire and made curriculum and occupational choices related to their educational and vocational plans. Known characteristics and known geographical distribution of the total population of high school seniors compared favorably with the survey responses, justifying the general application of survey conclusions to the total senior population. Some general findings were--(1) 42.8 percent of the graduates planned to enter a college or university, (2) 12 percent planned to enroll in vocational or technical schools after graduation, (3) Only 12,500 of the 40,000 who entered the labor force had high school subjects which were vocationally oriented, (4) Student interest in vocational subjects increased during the senior year with preferences more in the business and service than in the trade and industrial area, and (5) The most frequent career selections from a list of 196 occupations were teachers (all fields), engineers (all fields), accountants, secretaries, managers (trade and service), draftsmen-designers, professional nurses, barbers-beauticians, farmers, and business machine operators. Educational implications concerned needs for better guidance and counseling, vocational training and retraining for 100,000 persons annually, and annual surveys of this kind. Specific data are presented in graph, tables, and a map. (RS)

VT 001 612 ED 018 599
Developing A Program of Student Personnel Services for Area Vocational-Technical Schools. Phase I Report.

Bottoms, James E.
Georgia State Dept of Educ, Atlanta. Div of Vocat Educ.
Pub Date - 66
EDRS PRICE MF-$1.00 HC-$10.72 266p.

*AREA VOCATIONAL SCHOOLS, *STUDENT PERSONNEL SERVICES, *PROGRAM ATTITUDES, OCCUPATIONAL GUIDANCE, QUESTIONNAIRES, PROGRAM EFFECTIVENESS, *STUDENT ATTITUDES, ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, SURVEYS, *EDUCATIONAL NEEDS,

Georgia,

The student personnel services needed and the extent to which student personnel services were being performed in Georgia's area vocational-technical schools were determined. Data were gathered by the use of (1) criterion checksheets containing 167 items on which administrative personnel indicated the extent to which a service was needed and was currently being performed, and (2) a schedule of student personnel services containing 69 items on which students and faculty members indicated the extent to which a service was needed and was currently being performed. Data were provided by a total of 37 administrative personnel, 190 faculty members, and 290 full-time day and 137 part-time night students, representing a 10 percent random sample, from 15 participating schools. For all respondent groups, the concept of what was needed seemed to be well defined. The data indicated that the current performance of student personnel services in area schools was inadequate and was not meeting the needs of the students. From the reactions of all respondent groups, it was concluded that area schools should provide efficient recruitment and admissions programs, a comprehensive personnel record system, an organized orientation program, an information service, professional counselors, a job placement program, and a systematic and periodic followup study of graduates, dropouts, and employers for evaluating training programs. A bibliography, the instruments, and data for each instrument item are included. (PS)

VT 001 641
High School Vocational Interest Survey in Canyon County. Special Bulletin.

Richman, Robert W.
Idaho Occupational Research Unit, Moscow
Pub Date - 66
MF AVAILABLE IN VT-ERIC SET. 15p.

*OCCUPATIONAL CHOICE, *HIGH SCHOOL STUDENTS, VOCATIONAL EDUCATION, POST SECONDARY EDUCATION, AREA VOCATIONAL SCHOOLS, FEASIBILITY STUDIES, *EDUCATIONAL INTEREST, SEX (CHARACTERISTICS),

Canyon County, Idaho,

As a part of a feasibility study for an area vocational school, a questionnaire was administered to 3,029 students in grades 10, 11, and 12 to determine student choice of post-high school alternatives, planned choice of a career, and interest in enrolling in a vocational school in Canyon County. Taking further schooling was the alternative indicated by 68 percent of the boys and 70 percent of the girls. Interest in attending a local vocational school was indicated by 56 percent of the boys and 51 percent of the girls. Girls most often selected "secretary" or "beauty services" as their vocational choice, but showed interest in becoming bakers, cooks, dental assistants, medical technicians, and practical nurses. Boys most often selected "auto mechanics" and "forest technician," but were also interested in auto body and welding trades, engineer technicians, and electronics courses, and heavy machinery operation. A combination of responses showed that both sexes most often selected "business courses" and "forest technology." (EM)

VT 001 892 ED 017 656
Pathways to Health Careers, Exploring Health Occupations and Professions.

Health Careers Council of Illinois, Chicago
Pub Date - Nov66
EDRS PRICE MF-$0.50 HC-$4.36 107p.

*HEALTH OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, CAREER CHOICE, EMPLOYMENT QUALIFICATIONS, HEALTH OCCUPATIONS EDUCATION, *OCCUPATIONAL INFORMATION, EDUCATIONAL PROGRAMS, FINANCIAL SUPPORT,

Careers in the areas of dentistry, dietetics, medical record library science, medical laboratory work, medicine, nursing, occupational therapy, optometry, pharmacy, physical therapy, podiatry, public health, radiologic technology, social work, veterinary medicine, hospital administration, and other health occupations are described in terms of the nature of the work, personal qualifications, education and training, and job opportunities. Additional sources of information are provided for each area. Basic information on financial assistance for education is supplemented by a listing of other publications treating financial assistance. Approved educational programs in the midwestern states are listed. (JK)

VT 004 178 ED 015 042
Vocational-Educational Information Workshop for Rural Guidance Workers. Final Report.

Severinsen, K. Norman
Western Illinois Univ., Macomb
Pub Date - Jun67
EDRS PRICE MF-$0.50 HC-$4.16 102p.

*COUNSELORS, INSERVICE EDUCATION, *OCCUPATIONAL INFORMATION, VOCATIONAL COUNSELING, OCCUPATIONAL GUIDANCE, *RURAL YOUTH, HIGH SCHOOLS, *WORKSHOPS, COMPARATIVE ANALYSIS, *INFORMATION DISSEMINATION, STUDENT TESTING, EXPERIMENTAL GROUPS, CONTROL GROUPS, STUDENT ATTITUDES, GRADE 11, PROGRAM EVALUATION, OCCUPATIONAL CHOICE, QUESTIONNAIRES,

A 2-week workshop, attended by 20 rural guidance workers in August 1966, was designed to update their knowledge of vocational information and to encourage the development of increased informational services in the 19 participating high schools. As a result, most counselors initiated some new or additional technique of disseminating vocational information in their own schools. A Career and Vocational Knowledge Test (CVKT) and a Career Questionnaire, developed during the workshop, were administered in the fall and in the spring of the 1966-67 school year to students in the participating schools and in two rural control schools. The eleventh grade students in the participating schools made significantly more improvement in their CVKT scores than did the students in the control schools. Few significant and no important differences in answers to the Career Questionnaire were noted. These findings indicated that while significant improvements in the vocational knowledge of the students were made when increased informational services were implemented, no measurable effect on student attitude was found to accompany this increased knowledge. It was recommended that short-term workshops be held for inservice education of counselors and the consultants from various vocational areas be used as an effective way of fulfilling the informational needs of counselors. (HC)

VT 004 259 ED 016 849
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth. Final Report.

Grinder, Robert E.
Wisconsin Univ., Madison
BR-5-0121
Pub Date - Aug67
EDRS PRICE MF-$0.75 HC-$5.92 146p.

*PARENT INFLUENCE, FATHERS, *DROPOUT IDENTIFICATION, COLLEGE BOUND STUDENTS, *SOCIAL INFLUENCES, PEER RELATIONSHIP, MALES, SENIOR HIGH SCHOOLS, POTENTIAL DROPOUTS, *HIGH SCHOOL STUDENTS, PARENT CHILD RELATIONSHIP, STUDENT INTERESTS, COCURRICULAR ACTIVITIES, STUDENT CHARACTERISTICS, OCCUPATIONAL CHOICE, *ASPIRATION, QUESTIONNAIRES,

The major emphasis of the study was upon the hypothesis that, among adolescent boys, strong orientation toward the father and disinterest in the youth culture will predict involvement in the college-bound high school program, and conversely, weak orientation toward the father and high involvement in the youth culture will predict potential dropout status. Procedures included (1) administering a Social Interests Inventory comprised of 100

Likert-type items to 2,220 11th and 12th grade boys in seven high schools, (2) administering an activity inventory and a Peer Nominations Inventory to 676 of these boys, and (3) analyzing school records for age, absences, credits, curricula, aptitude test scores, father-presence, and father's occupation. Statistical procedures ranged from item analyses to multivariate classification analysis. The major findings confirmed the general hypothesis that subjects can be grouped into potential-dropout, general-program, and college-bound classifications at an acceptable level of statistical significance. Involvement in school activities was least among boys who possessed low academic standing, low academic aspirations, low father-son agreements, and low father occupational level. Strong youth-culture interests, and, to a lesser extent, low father-orientation were related to low school commitment. Youth culture incentives in the context of a few same sex friends seemed to be given impetus by low regard for the job held by the father figure. It was suggested that an important aspect of rehabilitating potential-dropouts would be to provide appropriate father surrogates (work-role models for potential dropouts). (PS)

VT 004 317 ED 016 136
Counselor Development in American Society, Conference Recommendations from Invitational Conference on Government-University Relations in the Professional Preparation and Employment of Counselors. (Washington, June 2-3, 1965).

Manpower Administration, Washington, D.C.
Pub Date - 65
EDRS PRICE MF-$1.25 HC-$12.88 320p.

CITY GOVERNMENT, FEDERAL GOVERNMENT, STATE GOVERNMENT, *GOVERNMENT ROLE, *COLLEGE ROLE, COLLEGE COOPERATION, *COUNSELORS, *CONFERENCES, COUNSELOR ROLE, COUNSELING GOALS, COUNSELING SERVICES, COUNSELOR FUNCTIONS, *COUNSELOR TRAINING, EMPLOYMENT QUALIFICATIONS, SOCIAL CHANGE, EMPLOYMENT OPPORTUNITIES, OCCUPATIONAL INFORMATION, SUBPROFESSIONALS, CURRICULUM DEVELOPMENT,

Conference on Government-University Relations in the Professional Preparation and Employment of Counselors,

The conference was attended by approximately 110 top level representatives of the federal, state and local government, universities and colleges, and agencies employing counselors. Five current problem areas of significance and common concern in government and university relations were studied -- (1) projecting the total quantity of counseling personnel required in our society, (2) determining acceptable and justifiable roles, functions, and qualifications for counseling personnel, (3) meeting government program needs while still preserving necessary and reasonable professional autonomy, (4) developing needed legislative authorization, financial support, and complementary university organization to implement integrated programs of education for counseling personnel, and (5) improving the quality of counseling services, and facilitating the recruitment and retention of competent counseling personnel through appropriate modifications of employment conditions. Nine work-study papers included in this report were prepared by recognized authorities to provide the conferees with basic and current background materials. One of the many recommendations was that the Federal government establish and maintain a National Advisory Committee on Counseling Manpower. (PS)

VT 004 528   ED 017 710
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling. Final Report.

Cogswell, J.F. * and others
System Development Corporation, Santa Monica, Calif.
TM-3718
Pub Date - 26Oct67
EDRS PRICE MF-$1.00 HC-$10.20 253p.

*EXPERIMENTAL PROGRAMS, *INFORMATION SYSTEMS, *COMPUTER PROGRAMS, *VOCATIONAL COUNSELING, *COUNSELING FUNCTIONS, PROGRAM DESIGN, PROGRAM DEVELOPMENT, SYSTEMS ANALYSIS, SYSTEMS DEVELOPMENT, JUNIOR HIGH SCHOOLS, COUNSELOR TRAINING, SENIOR HIGH SCHOOLS, Q SORT, INFORMATION PROCESSING, SURVEYS,

As a preliminary to designing a man-machine counseling system, the guidance practices in 13 schools distributed through seven states were surveyed to study the variations in counseling practices. Analysis of an actual and ideal sort of a Q-sort deck of 48 cards, each containing a description of a discrete counseling activity indicated no marked differences among counselors from different schools. However, as a group they would prefer to reduce greatly the amount of time spent in routine processing tasks. After the survey, an experimental field site, a large school complex in the Los Angeles School District, was selected as the focus of the system development and experimentation. A detailed system analysis of all the school's counseling procedures was made, and workshops on information processing technology for the counselor were conducted. Two design teams, one of researchers and high school counselors and one of researchers and junior high school counselors, were formed to specify Model I of the man-machine system. Model I will be programed to serve as (1) an information retrieval system for student information, (2) a teaching and monitoring system which will automatically alert the counselor when critical situations occur, (3) an automated report generator, (4) a predictor, (5) an automatic reminder, (6) a collector of followup data, and (7) a disseminator of programed interviews. Phase two of the Project will include developing the software system, installing equipment in the schools, training counselors, developing system procedures, collecting post-system-change evaluation data, and reporting. An extensive appendix contains data collection instruments and specific project information and calendars. (HC)

VT 005 036   ED 016 871
Research Visibility. Vocational Education Is People--High School Age Youth.

Olivo, C. Thomas
Pub Date - Sep67
EDRS PRICE MF-$0.25 HC-$0.72 16p.

*VOCATIONAL EDUCATION, *BIBLIOGRAPHIES, RESEARCH REVIEWS (PUBLICATIONS), DEMONSTRATION PROJECTS, EXPERIMENTAL PROGRAMS, TECHNICAL EDUCATION, DEVELOPMENTAL PROGRAMS, *HIGH SCHOOLS, *EDUCATIONAL RESEARCH, INFORMATION DISSEMINATION, CURRICULUM PLANNING, PROGRAM DEVELOPMENT, EVALUATION,

The purpose of this publication series is to give visibility to significant (1) experimental, demonstration, and pilot programs, (2) upgrading institutes, seminars, and workshops, and (3) other leadership development activities for teachers, supervisors, and administrators. This dissemination project is cooperatively financed by the American Vocational Association and a Vocational Education Act of 1963 grant entitled "Synthesis and Application of Research Findings in Vocational Education." The primary focus through May 1968 will be on the nine major areas of recommendations by the Panel of Consultants on Vocational Education. The area covered in this issue is High School Age Youth, and 10 completed projects are reported under the topics--(1) programs for talented or special students, (2) maintaining quality standards, (3) curriculum planning and correlation, (4) program changes to meet evolving needs, and (5) program growth and development. "Plain Talk," a continuing author's column, provides observations and suggestions for a plan of action to strengthen vocational and practical arts education through a strengthened and expanded research effort. A bibliography of completed and ongoing projects and activities includes 79 other items. When possible, cited documents will be given their Educational Resources Information Center (ERIC) number of their ERIC Clearinghouse for Vocational and Technical Education number as well as an indication of availability and price. The work of the Panel of Consultants and research provisions of the Vocational Education Act of 1963 are discussed. This article is published in the "American Vocational Journal," volume 42, number 9, September 1967. (EM)

TEACHERS AND
TEACHER EDUCATION
SECTION

VT 000 205
The Role of Teacher Education Institutions, In-Service Programs.

Mather, Mary E.
Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date - Mar66
MF AVAILABLE IN VT-ERIC SET. 6p.

SPEECHES, *PROGRAM DEVELOPMENT, *OCCUPATIONAL HOME ECONOMICS, *INSERVICE EDUCATION, *TEACHER EDUCATION, HOME ECONOMICS TEACHERS, REFRESHER COURSES, HOME ECONOMICS EDUCATION, EDUCATIONAL NEEDS,

Teacher education institutions should contribute to the inservice education of home economics teachers on the job who are planning to incorporate education for wage-earning in their programs, home economics teachers returning to the profession who need refresher courses, and home economists, or others who have been at work in business or industry. Ways of doing this are--Make sure that concepts relating to occupational education are built into the appropriate existing courses, graduate or otherwise, conduct workshops, institutes, seminars and conferences with emphasis first on generalized occupational information, and then on the study of particular occupations, Prepare and share curriculum and teaching materials, Provide lists of materials, bibliographies and resource packets for examination and study, Involve graduate students in research projects, and Support and encourage graduates as they put new ideas into practice. The problems encountered by the teachers with this new program seem to fall into two categories--organization and administration, and curriculum and teaching. This paper was presented at a National Seminar for Leaders in Home Economics Education (Columbus, Ohio, March 28-31, 1966). (MS)

VT 001 261
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents in Planning and Conducting Instructional Programs in Oklahoma.

Smith, Wendell Lee * Hull, William L.
Oklahoma Vocational Research Coord. Unit, Stillwater
Research Bull-7.
Oklahoma State Univ., Stillwater. Dept. of Agr. Educ.
Pub Date - Oct66
MF AVAILABLE IN VT-ERIC SET. 21p.

*EXTENSION AGENTS, *VOCATIONAL AGRICULTURAL TEACHERS, *COOPERATION, *ADULT EDUCATION PROGRAMS, ATTITUDES, PROGRAM EVALUATION, PROGRAM PLANNING, PROGRAM ADMINISTRATION, INDIVIDUAL CHARACTERISTICS, SURVEYS,

Oklahoma,

The deterrents and incentives to cooperation between extension agents and vocational agriculture teachers were studied. The sample included 30 agents and 60 teachers selected from 30 counties randomly selected from the 74 in the state. All of the agents and 50 of the teachers completed a 34-factor mailed questionnaire which contained three categories relating to cooperation--(1) personal factors, (2) cooperation in planning and conducting educational programs, and (3) evaluation factors. The agents were older and had more graduate education, experience, and tenure. Agents and teachers in larger counties who hade more advanced in-state degrees and less experience regarded cooperation more positively. Both groups regarded conducting meetings as the best framework for cooperation. Responsibility for sharing publicity and willingness to serve the urban people were regarded differently by the teacher and agent groups. Recommendations included--(1) Agents and teachers should cooperate on youth programs, (2) They should set an example of cooperation in larger counties, (3) They should serve on each other's advisory councils, and (4) They should cooperate in meeting the technological needs of adults. (JM)

VT 001 365 ED 016 044
Trade and Technical Teacher's Opinions on Inservice Education.

Brantner, S.T.
Pennsylvania State Univ., University Park.
Pub Date - 64
EDRS PRICE MF-$0.50 HC-$3.76 92p.

*INSERVICE TEACHER EDUCATION, TEACHER ATTITUDES, ADMINISTRATOR ATTITUDES, *TRADE AND INDUSTRIAL EDUCATION, *TEACHER CHARACTERISTICS, ADMINISTRATOR CHARACTERISTICS, ACADEMIC ACHIEVEMENT, *TRADE AND INDUSTRIAL TEACHERS, TEACHER EXPERIENCE, *PROFESSIONAL EDUCATION, SURVEYS, CHECK LISTS, WORK EXPERIENCE,

Pennsylvania,

Three hypotheses concerning the inservice education activities of technical and industrial teachers and supervisors in professional and subject matter areas were tested -- (1) Technical and industrial teachers do participate in inservice education, (2) Individual experiences and characteristics do not influence the teacher's opinion of such education, and (3) Teachers and supervisors believe that more subject matter inservice education is necessary. A list containing 22 professional inservice activities and 22 subject matter activities was checked by 91 administrators and 285 teachers as to their past participation and willingness to participate. Some conclusions were -- (1) Teachers participated in as much professional as subject matter inservice education, and (2) Experience and preparation had more effect on their preferences in professional inservice education than in subject matter inservice education. The recommendations were -- (1) Inservice education activities in both professional and subject matter categories should be increased, (2) Teachers should be involved in choosing, planning, and executing their inservice education activities, and (3) Planners of inservice education should be cognizant of the personal experiences of teachers and their effect on the program. The checklist and statistical data are given in the appendix. (EM)

VT 001 938 ED 016 781
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio, A Research Report of a Graduate Study. Research Series in Agricultural Education.

Todd, Hollis E. * Woodin, Ralph J.
Ohio State Univ., Columbus. Dept. of Agr. Education
Pub Date - Sep66
EDRS PRICE MF-$0.25 HC-$1.76 42p.

VOCATIONAL AGRICULTURE, *BEGINNING TEACHERS, TEACHER EDUCATION, *TASK PERFORMANCE, ASPIRATION, *TEACHER ROLE, *ROLE PERCEPTION, TEACHER EVALUATION, SELF EVALUATION, *VOCATIONAL AGRICULTURE TEACHERS, SURVEYS, Ohio,

The successful or "most effective" teacher in an earlier study was used as a role model for measuring role perceptions of beginning vocational agriculture teachers. Data collected from 25 beginning teachers and their administrators identified beginning and later role perceptions, differences between beginning and experienced teachers, differences between role perception and performance, and relationships between role perceptions and professional difficulties. The conclusions were that (1) Beginning teachers entered the local vocational agriculture department with a good understanding of their roles, (2) Their role perceptions changed little during the first year, (3) They were similar to the role perceptions of experienced teachers, (4) Role perceptions in teaching exceeded actual performance, (5) There was significant agreement between role perceptions and performance regarding relationships with school and administration, teaching farm mechanics, public relations, and guidance and counseling, but disagreement between perception and performance in classroom teaching, and (6) There was no discernible pattern of relationship between role perceptions and professional difficulties experienced. Recommendations included (1) continuing a flexible preservice program, (2) increasing field experience orientation, (3) continuing assistance after the start of teaching, (4) providing opportunities for observation after 2 or 3 months of teaching, and (5) making further study of this area. The complete report, "A Role Analysis of the Perceptions of the Beginning Vocational Teachers and Their Professional Difficulties in Role Performance" is available as 66-1852 for $3.25 on microfilm and for $11125 as xeroxed copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. (JM)

VT 002 023
Distributive Education for Adults, Selection and Training of Part-Time Instructors. Vocational Division Bulletin, no. 258. Distributive Education Series, no. 20.

Kneeland, Natalie
Office of Education, Washington, D.C.
OE-82002
Pub Date - 60
MF AVAILABLE IN VT-ERIC SET. 34p.

*PART TIME TEACHERS, *ADULT VOCATIONAL EDUCATION, *DISTRIBUTIVE EDUCATION, TEACHER RECRUITMENT, *TEACHER SELECTION, *TEACHER EDUCATION, PROGRAM GUIDES,

The purpose of this manual is to give practical suggestions on part-time instruction training and selection to those responsible for the supervision of the adult program. The main areas covered by the document are (1) The Job of Adult Training which discusses responsibility for adult training and conditions under which the part-time instructor works, (2) Recruitment and Selection of Part-Time Instructors which includes where and how to find them, qualifications to be met, and pointers on selection, (3) Training of Part-Time Instructors which covers kinds of training to offer, rules to follow, and individual and group teacher training, and (4) Evaluation of Selection and Training. Suggested ways of seeking out prospective instructors are to--(1) include inquiries about available adult instructors when making a survey, (2) publicize the need, (3) call upon the advisory committee, (4) offer supervisory courses to uncover talent, (5) build a reserve staff through group training, (6) discuss in conference meetings, (7) follow up leads,

(8) build a directory of potential instructors, and (9) keep an up-to-date personnel file. This document is available for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (MM)

VT 002 897 ED 017 665
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.

Ferguson, Edward T., Jr.
Virginia Polytechnic Inst., Blacksburg. Distr Educ Div.
Council for Distributive Teacher Education
CDTE-Professional Bull-6
Pub Date - 64
EDRS PRICE MF-$0.25 HC-$1.86 45p.

*WORK EXPERIENCE PROGRAMS, *TEACHER EDUCATION, TEACHER QUALIFICATIONS, COLLEGE PROGRAMS, *DISTRIBUTIVE EDUCATION, TEACHER CERTIFICATION, *ADMINISTRATIVE POLICY, SUPERVISORY METHODS, TEACHER EDUCATION CURRICULUM, DISTRIBUTIVE EDUCATION TEACHERS, NATIONAL SURVEYS, QUESTIONNAIRES, PROGRAM COORDINATION,

Questionnaires returned by 101 of 105 institutions of higher education contacted in 45 states, Puerto Rico, and the District of Columbia provided information concerning occupational experience programs for teacher education in distributive education. The major categories of inquiry concerned (1) the format of the occupational experience program, (2) the coordination of the occupational experience program, (3) the supervisor's opinions about occupational experience and the regulations in his state, and (4) the availability of distributive education and retailing-related teachers who have been exposed to occupational experience programs. Fifty-five institutions had no occupational experience program and had no plans for establishing one, 30 had a program, 10 were contemplating putting one into operation, and five reported that they had dropped the program because of poor past experience or lack of demand. In the 30 institutions with programs--(1) All had directed work experience programs, (2) 29 had programs supervised by a regular member of the instructional faculty, and 21 had programs providing full-time work experience, (3) College credit was given for the work period by 27, and on the undergraduate level by 22, (4) Reports or projects were included in the programs in 27, (5) The coordinator's travel expenses were reimbursed in 21 and compensation was made in the teaching load of the supervisor in 24. Of 25 supervisors responding, 24 felt that occupational experience is necessary for distributive education coordinators. Twenty-four respondents indicated that approximately 150 to 180 qualified distributive education coordinators were being trained each year and that a total of 235 to 245 students, not vocationally certified teacher coordinators, were prepared to teach retailing-related subjects. Fifteen institutions representing those included in the Department of Health, Education, and Welfare Directory of Teacher Educators for Distributive Education, were analyzed in similar manner to the original 30 in which they were included to discover similarities or differences in the 15 Department programs. The questionnaire is included. (MM)

VT 002 944 ED 016 803
Review of Research in Vocational Technical Teacher Education.

Moss, Jerome, Jr.
Minnesota Res. Coord. Unit in Occup. Educ., Minneapolis

Pub Date - Sep67
EDRS PRICE MF-$0.25 HC-$1.76 42p.

BIBLIOGRAPHIES, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, MODELS, *RESEARCH REVIEWS (PUBLICATIONS), *EDUCATIONAL RESEARCH, TECHNICAL EDUCATION, VOCATIONAL EDUCATION TEACHERS, *RESEARCH NEEDS, RESEARCH OPPORTUNITIES,

The purposes of the study were to (1) review, organize, and interpret the research since 1962 in order to open new vistas for further investigations, (2) develop a model to provide a means for classifying completed studies, showing interrelationships among them, uncovering gaps in our knowledge, and planning further integrated programs of research, and (3) suggest some major questions for research. A model for classifying studies is diagrammed and discussed, and completed studies are synthesized under its major divisions--(1) job requirements, (2) input (sources of teachers), (3) program development, (4) guidance and selection, (5) recruitment, and (6) program evaluation. A bibliography of 141 items published from 1962-67, lists the studies discussed. Some of the major questions suggested for research are (1) What is the current role of the vocational-technical teacher, (2) What competencies are and will be required to adequately perform in the desired manner, (3) How many teachers will need to be trained in the forthcoming years, (4) What groups represent potential sources for pre and inservice teacher education programs, (5) What educational experiences provide the most efficient bridge between the existing competencies of various source groups and required competencies of highly qualified teachers, (6) How do we assess the individual competencies, (7) What incentives are most influential in attracting desirable candidates, and (8) How well has the teacher education program functioned. (MM)

VT 004 312 ED 016 134
Placement Services for College Teachers.

Brown, David G.
Pub Date - Sep65
EDRS PRICE MF-$1.00 HC-$10.00 248p.

*TEACHER PLACEMENT, PROGRAM EFFECTIVENESS, *EMPLOYMENT SERVICES, *COLLEGE TEACHERS, CHURCHES, UNIVERSITIES, COMMUNITY AGENCIES (PUBLIC), PRIVATE AGENCIES, PROFESSIONAL ASSOCIATIONS, FACULTY RECRUITMENT, JOB SEEKERS,

The various intermediaries that are operating in the academic market are identified and the services they offer are explained. Individual interviews were held with directors of 15 placement agencies and information was secured on an additional 25 through correspondence. The academic placement services consist of -- (1) college placement officers, (2) graduate school departments, (3) employer-oriented placement services, (4) public employment services, (5) private employment agencies, (6) disciplinary professional associations, and (7) other placement services such as Cooperative Teacher's Bureau and the American Association of University Women. There is a general realization that the traditions of informal placement are becoming less viable. Recruitment must be aggressive, just as job seeking must be extensive. There are more than 2,500 artificial market intermediaries operating in the academic labor market. Placement services accounted for 22 percent of all the jobs found in 1964-65 and another 19 percent secured jobs by writing blind letters of application to potential employers.

Channels of communications in the academic labor market are a loosely knit superstructure, and there is unnecessary duplication of effort. Many of the placement services are too small to be efficient. There is a great need for more consolidation and cooperation among existing placement organizations. This is a companion volume to "Academic Labor Market" (VT 004 313). (MM)

VT 004 313   ED 016 135
Academic Labor Markets.

Brown, David G.
Pub Date -   Sep65
EDRS PRICE MF-$1.50 HC-$15.88   395p.

*FACULTY RECRUITMENT, *TEACHER SUPPLY AND DEMAND, TEACHER QUALIFICATIONS, TEACHER PERSISTENCE, TEACHER SELECTION, *COLLEGE TEACHERS, TEACHER PLACEMENT, TEACHER SALARIES, LABOR MARKET, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT SERVICES, *EMPLOYMENT PATTERNS, SURVEYS, QUESTIONNAIRES, FACULTY MOBILITY, TEACHER SHORTAGE, SPECIALIZATION, DISCRIMINATORY ATTITUDES (SOCIAL), COLLEGES, UNIVERSITIES, JOB SEEKERS,

The study attempted to identify, describe, and evaluate the current procedures by which college jobs are found and filled, and to understand the structure of the academic labor market and the activities of nearly 2,500 placement agencies. Questionnaires were mailed to 10,312 persons, over one-third of all newly appointed college teachers, who represented all disciplines, all regions of the country, all academic ranks, and all sizes of institutions. Over 70 percent returned usable questionnaires. Some of the conclusions were -- (1) About one-sixth of all college faculty members are "freshmen or transfers," (2) Out of 10 vacancies, four and a half occur from expansion, two and a half from professors switching colleges, two from persons leaving the teaching profession, and one by professors going on leave, (3) Ten newly hired college teachers will include four graduate students, three professors changing institutions, one primary or secondary teacher, one business or government employee and one from other experience, (4) The average full professor switched jobs three times and moved 1,350 miles, (5) Academic labor markets are national and there is an absence of large salary differentials among regions, (6) The attitude and ability of the institution top management, courses to be taught, teaching load, research fcilities, and competency of professional colleagues, salary and future prospects, quality of students, cultural opportunities, academic rank, fringe benefits, climate, and nearness to friends and relatives are variables which determine job choice. Recommendations were -- (1) to institute a Journal of Academic Vacancies and an Academic Register, and (2) for both employers and candidates to approach the academic labor market in a more systematic manner. "Placement Services for College Teachers" (VT 004 312) is a companion volume. (MM)

VT 004 402   ED 017 686
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma. Final Report.

Sutker, Solomon * and others
Oklahoma State Univ., Stillwater
Pub Date -   Aug67
EDRS PRICE MF-$1.00 HC-$10.20   253p.

*VOCATIONAL EDUCATION TEACHERS, *ROLE THEORY, *TEACHER ATTITUDES, STUDENT ATTITUDES, PARENT ATTITUDES, ADMINISTRATOR ATTITUDES, *ROLE CONFLICT, *TEACHER ROLE, JOB SATISFACTION, TEACHER RESPONSIBILITY, TEACHER CHARACTERISTICS, LITERATURE REVIEWS,

Oklahoma,

The objectives of this study were to (1) depict the role of vocational agriculture, trade and industrial, distributive education, and technical education teachers in Oklahoma, (2) assess the potential for role conflict associated with their activities, and (3) operationalize role theory as an approach for investigating educational problems. Instruments were developed for assessing the attributes and extent of job satisfaction of vocational teachers, the activity cognitions (what the teacher says he does and what the evaluators perceive he actually does) and normative expectations (what the teacher and evaluators perceive he should do) of the teacher and the ascription of legitimacy by the teachers to groups which they feel have a right to hold expectations concerning what vocational teachers do. Material secured by group interview sessions from over 1,500 respondents, including approximately 250 vocational teachers, from a stratified random sample of 87 schools was analyzed. Substantial differences in attributes between teachers in different fields of vocational education were found, but trade and industrial teachers especially had characteristics which tended to set them apart. Job satisfaction appeared to be highest for distributive education and lowest for technical education teachers. Significant disparities existed between the four types of vocational teachers, vocational and nonvocational students, parents, counselors, nonvocational teachers, and administrators on expectations as to what the teachers do and should do in relation to 70 specified activities. Role conflict appeared to be substantial but not excessive. The teachers usually ascribed the right to hold expectations of their activities to local administrators and State Board personnel only. The concept of role can be operationalized, and the results of studies of this type can be translated into meaningful action. A bibliography, samples of the instruments, and data are included. (MM)

VT 004 483   ED 016 860
Evaluation of Student Teaching in Home Economics.

Nelson, Helen Y. * Gritzmacher, Joan
Pub Date -   May67
EDRS PRICE MF-$0.50 HC-$3.36   82p.

*HOME ECONOMICS EDUCATION, *STUDENT TEACHING, *BEHAVIOR RATING SCALES, STUDENT TEACHERS, *TEACHER BEHAVIOR, *TEACHER EVALUATION,

Critical incidents reflecting outstandingly effective behavior in student teaching of home economics were collected from college supervisors, cooperating teachers, and student teachers and categorized according to specific behaviors, and provided a basis for constructing a rating scale for evaluating student teaching performance. The critical behaviors were used to describe quality levels on a five-point continuum of 112 unidimensional items. Analysis of this scale, RS-112, by the Darlington procedure with student grades as criterion measures resulted in a scale, RS-35, 35-item with at least one item in each of 10 major behavior categories. Use of the RS-35 gave a better distribution of ratings than RS-112. The majority of cooperating teachers and college supervisors reported using a rating scale. About half preferred RS-35 to RS-112 and over half liked it better than their present instrument. Most reported a 20-minute testing time. Two-thirds said they would use the rating scale, if available. More than half of the student teachers felt that it provided an important objective basis for looking at their behavior. Recommendations concern (1) refining the scale, (2) differentiating more clearly between levels 3 and 5, (3) using the five items emerging from multiple regression analysis for a shorter rating scale, (4) including a place for rater comments about student teacher growth, and (5) using the scale at the middle and conclusion of student teaching. Both scales, opinionnaires, categories of student behavior, and the information form for reporting critical incidents are included. (FP)

VT 004 484   ED 016 861
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

Wall, Lewis E.
Colorado State Univ., Fort Collins. Coll. of Busin.
BR-6-2437
Pub Date - 31Aug67
EDRS PRICE MF-$0.75 HC-$5.72 141p.

*SUMMER INSTITUTES, *TEACHER EDUCATION, *DATA PROCESSING, *BUSINESS EDUCATION, *PROGRAM EFFECTIVENESS, TEACHER SHORTAGE, TEACHER PERSISTENCE, TEACHER ATTITUDES, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION,

Five 8-week summer institutes in business data processing were conducted from 1963 to 1965 to assist 353 participants in developing the knowledge and skills essential for teaching specialized courses in a 2-year vocational preparatory curriculum in business data processing. This study aimed to determine (1) the institutes' success in alleviating the teacher shortage, (2) the strengths and weaknesses of the institutes as the participants perceived them, (3) the effectiveness of the institutes in preparing teachers, (4) factors related to the participant's persistence as a data processing teacher, and (5) the shortage or potential shortage of data processing teachers. The curriculum provided for approximately 3½ hours of lectures and an equal amount of laboratory practice on data processing machines, computer programing, and programing and business information systems. Findings from 254 participant questionnaires included--(1) Approximately 70 percent had taught one or more specialized courses since attending an institute, and (2) The principal strengths of the institutes were the facilities, the course offerings, and the participants' interest in and acquisition of knowledge and materials useful in teaching, (3) The principal weakness was the inadequate time in relation to the amount of material presented and practice on the computers during laboratory periods, and (4) Factors such as age, prior work experience, eductional experience, sex, degrees, and subsistence received were found not to be significantly related to whether or not the participants persisted as data processing teachers. Data from educational institutions and state directors of vocational education indicated that from 475 to 525 teachers were needed for 1967, 600 for 1968, and 750 for 1969 in 2-year preparatory programs. Recommendations concerned developing further institutes, revising the Electronic Data Processing-I curriculum guide, and studying the need for business data processing preparatory programs. (PS)

VT 004 593   ED 016 865
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

Dirks, Marie * and others
Purdue Univ., Lafayette, Ind. Measurement and Res Center
Pub Date -   Jun67
EDRS PRICE MF-$0.25 HC-$1.88   45p.

*TEACHER EDUCATION, *HOME ECONOMICS EDUCATION, *CRITICAL INCIDENT METHOD, EVALUATION, *STUDENT TEACHING, *COLLEGE SUPERVISORS, TEACHING TECHNIQUES, TEACHER SUPERVISION, TEACHER ROLE, STUDENT TEACHERS, COOPERATING TEACHERS,

Teacher educators at Cornell University, the University of Missouri, the Ohio State University, and Purdue University identified the contributions of the college supervisor to the student teaching situation by means of the critical incident technique. College supervisors, supervising teachers, and student teachers actively engaged in the student teaching program during 1964-65 in all four institutions were asked to report behaviors which might make the difference between success or failure in the student teaching situation. The 454 usable reports of critical incidents were categorized in terms of roles of the college supervisor, the direction of change in the student teaching situation, uniqueness or nonuniqueness of the college supervisor's behavior, and the impact of the college supervisor's behavior on the supervising teacher and the student teacher. The college supervisors assumed the information or judgment-giving roles more than any other although mulating-growth role was reported many times. Their behaviors seemed equally important to student teachers and supervising teachers and produced a desired effect more often than not. Their contribution was unique, and they had more impact on the student teacher than on the supervising teacher. Need for supervisory action occurred most often in the areas of student teacher self-concept, lesson planning, program policies and requirements, and rapport with the supervisor. Further research is needed to determine ways to maximize college supervisor contribution to growth of public school supervising teachers and to explore the feasibility of using nonvisit methods to supervise student teachers. A bibliography, glossary, and content analysis of sample critical incidents are included. This article is published in "Studies in Higher Education," Number 94, June 1967. (FP)

VT 004 660   ED 016 867
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

Hemp, Paul E.
Illinois Univ., Urbana
BR-6-1538
Pub Date -   67
EDRS PRICE MF-$1.25 HC-$13.24   329p.

*VOCATIONAL AGRICULTURE, *INSERVICE TEACHER EDUCATION, *ORNAMENTAL HORTICULTURE, *INSTRUCTIONAL MATERIALS, *INSTITUTES (TRAINING PROGRAMS), PROGRAM DEVELOPMENT, MATERIAL DEVELOPMENT, PROGRAM EVALUATION,

A research and development project, designed to retrain teachers, develop ornamental horticulture curriculum materials, and stimulate the development of vocational ornamental horticulture programs in the Midwestern United States, included training, service, and evaluation activities. Thirty teachers selected from 75 applicants attended a summer institute. Each was enrolled in two 4-week courses, Special Problems in Horticulture and Workshop in Curriculum Development. The group prepared (1) 30 source units on plant propagation, flowers and floral arrangements, greenhouse, turf, and nursery management, arboriculture, and landscaping, (2) 50 laboratory exercises, and (3) an experience program planning guide, a record book, and a newsletter. Various instruments were used to evaluate the institute program, the curriculum materials, and to collect and summarize data from the school programs of institute participants. Other evaluations were made during staff visits to schools, and in a followup meeting for institute participants. The project staff's 15 conclusions and recommendations included (1) Multistate institutes are effective means of bringing about change in vocational programs, (2) A method for selecting participants who can develop new programs should be developed, (3) Teachers seeking retraining need a sponsored job internship in horticultural businesses, (4) The courses in the institute should be more closely coordinated, (5) There was substantial improvement in the programs in the 28 schools of participants, and (6) Teachers felt that the state staff should provide more inservice teacher education, develop preservice training programs for prospective teachers, prepare curriculum materials, and help sell programs to schools, administrators, and teachers. The appendix, the major part of the document, contains the instructional materials and evaluation and report forms. (JM)

VT 004 854 ED 017 726
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors. Final Report.

Boldt, Milton * Pokorny, Harry
Milwaukee Vocational Tech. and Adult Schools, Wis.
BR-6-2332
Pub Date - Dec67
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*NUMERICAL CONTROL, *MACHINE TOOLS, *TEACHER SEMINARS, TRADE AND INDUSTRIAL TEACHERS, *CURRICULUM, *TEACHER EDUCATION, PROGRAM EVALUATION,

Thirty-three machine shop instructors from 17 states participated in an 8-week seminar to develop the skills and knowledge essential for teaching the operation of numerically controlled machine tools. The seminar was given from June 20 to August 12, 1966, with college credit available through Stout State University. The participants completed an evaluation form at the end of the seminar, and a followup study was made after 1 year. Repetition of elements by resource persons and instructors was one weakness indicated by the participants. Results of 26 followup responses indicated that most instructors worked in schools which had spent less than $40,000 on equipment, that most were involved in teaching in the numerical control curriculum, and that only five were close to extensive users of numerically controlled equipment. A questionnaire to state directors of 16 states indicated that 16 numerical control programs were offered in 1965-66, 47 were being offered in 1966-67, and 75 were planned for the following year. A lack of teachers and the cost of equipment were identified as the major reasons for not offering more courses. It was concluded that the seminar was well accepted, the quality of instruction was good, the objectives were achieved, and considerations should be given to having other seminars of this type. Evaluation instruments and a suggested curriculum outline are included. (EM)

VT 005 039 ED 016 874
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.

Law, Gordon F.
Pub Date - Jan68
EDRS PRICE MF-$0.25 HC-$0.72 16p.

*BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, RESEARCH REVIEWS (PUBLICATIONS), *EDUCATIONAL RESEARCH, *TEACHER EDUCATION, PILOT PROJECTS, *TEACHER RECRUITMENT, TEACHER SELECTION, VOCATIONAL EDUCATION TEACHERS, DEMONSTRATION PROJECTS, INSERVICE TEACHER EDUCATION,

Fourteen research reviews in this issue pertain to methods of attaining teaching excellence, one of the major areas of concern identified by the Panel of Consultants on Vocational Education. They are organized under the topics--(1) Vocational Teacher Recruitment and Selection which treats trade competency examinations, retiring military personnel, and vocational teacher resources, (2) Inservice Seminars and Workshops which includes computer assisted instruction, teaching food service programs, office occupations teachers, and new media of instruction, (3) Expanding Vocational Teacher Training Activities which includes a teacher technology center, training programs in home economics, technical programs in vocational agriculture, and trade-technical teachers, and (4) Pilot and Demonstration Projects which includes dental assisting training and teachers, and communication linked techniques. "Plain Talk," a continuing column by the author, asks why more research has not been initiated which attempts to analyze the role and effectiveness of the various components involved in the preparation o teachers. The bibliography lists 20 related studies which are in progress. This article is published in the "American Vocational Journal," Volume 43, number 1, January 1968. (EM)

TEACHING
AND LEARNING
SECTION

VT 000 083 ED 018 530
Teaching Agricultural Mechanics in High School.

Hill, C.W.
New York State Coll. of Agriculture, Ithaca
Cornell Misc Bull-38
Pub Date - 64
EDRS PRICE MF-$0.25 HC-$1.36 32p.

*CURRICULUM GUIDES, MANAGEMENT, *AGRICULTURAL ENGINEERING, DAIRYMEN, *VOCATIONAL AGRICULTURE, HIGH SCHOOLS, SCHOOL SHOPS, *TEACHING METHODS,

A list of 12 concepts developed for New York State in 1958 served as guides in planning and developing a course of study and teaching methods in agricultural mechanics for use in the dairying areas of the state. Forty percent of the time is allotted to the subject in Agriculture 1 and 2 and 50 percent in double-period Agriculture 3 and 4 subjects. It was designed to train students in making the decisions and performing the operations and skills needed by dairy farm operators. The major units are--(1) Farm Power and Machinery, (2) Field Machinery, (3) Farm Shop, (4) Farm Buildings and Conveniences, (5) Farm Electrification, and (6) Soil and Water Management. The level, number of periods, and season is indicated for each subtopic. The problem-solving and demonstration methods of teaching used in this subject are explained. The use of charts and pictures, consultants, field trips, visual aids, home assignments, and other teaching techniques are discussed. Sections on managing the agricultural mechanics shop and teaching safety are included. (EM)

VT 001 313 ED 017 650
Liberal Orientations for Vocational Teaching.

Miller, Harry L.
Ctr for the Study of Liberal Ed for Adults, Chicago, Ill.
CSLEA-Occasional Papers-4.
Pub Date - Feb63
EDRS PRICE MF-$0.25 HC-$0.80 18p.

*GENERAL EDUCATION, *ADULT VOCATIONAL EDUCATION, *TEACHER ATTITUDES, EVENING PROGRAMS, EXTENSION EDUCATION, BUSINESS EDUCATION, NATURAL SCIENCES, ENGINEERING, VOCATIONAL EDUCATION TEACHERS, SURVEYS, TEACHING TECHNIQUES, MATHEMATICS,

What teachers actually do to liberalize their vocational courses was studied in order to examine the possibility of expanding liberal adult education by introducing liberal goals into vocational courses. Questionnaires were received from 118 teachers in evening colleges and extension divisions who taught (1) business courses such as management and marketing, (2) business skill courses such as accounting and taxes, (3) natural science and mathematics, (4) engineering, and (5) education and miscellaneous. Liberalizing activities listed by teachers fell into the major dimensions of (1) relating the vocational discipline to other subject areas to see the total context of a field of work, (2) placing emphasis on an element of growth in the individual which transcends the particular skills or insights necessary to practice the vocation efficiently, and (3) placing emphasis on an element of growth in the individual for socially-oriented change. Suggestions for needed research and activities to increase the degree of liberal orientation are given. (PS)

VT 001 840   ED 017 654
Programmed Learning in Extension Training, A Comparison of the Effectiveness of Programmed Self-Instruction and Workshop Instruction.

Marsh, C. Paul * Hyman, Theodore M.
North Carolina Agricultural Experiment Station, Raleigh
Tech. Bul.-161.
Pub Date -   May64
EDRS PRICE MF-$0.25 HC-$1.00   23p.

COMPARATIVE ANALYSIS, *EXTENSION EDUCATION, *WORKSHOPS, AGRICULTURAL EDUCATION, LEARNING, *PROGRAMED INSTRUCTION, *EXTENSION AGENTS, *RADIO, INSERVICE TEACHER EDUCATION, TEACHING METHODS, TEACHER ATTITUDES, SELF CONCEPT, EDUCATIONAL NEEDS,

North Carolina,

To compare programed self-instruction with the workshop method the following hypotheses were tested--(1) Programed self-instruction is as effective as the workshop in increasing the extension agents' knowledge of radio as an extension teaching method, (2) Programed self-instruction is as effective as the workshop method in developing more positive attitudes toward the use of radio, (3) Programed self-instruction changes extension agents' self concept of their ability to do radio teaching as much as the workshop method, and (4) Agents participating in programed self-instruction in radio will feel that such self-instruction should be widely used in inservice training in other subject areas. Participating agents, a random sampling from names chosen on the basis of questionnaire responses from county chairmen, were divided into self-instruction and workshop group, each composed of equal numbers of each sex and of new and experienced agents. Both groups were pre- and posttested. Findings showed that programed self-instruction was as effective as workshop instruction in (1) increasing extension agents' knowledge of radio, (2) developing more positive attitudes toward the use of radio in extension teaching and (3) changing the agents' concept of their ability to do radio teaching. Programed instruction seems to offer possibilities in inservice training by eliminating difficulties caused by distance, varying experience and levels of knowledge, and delay in getting new agents into group training. (WB)

VT 002 889   ED 013 538
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review. Final Report.

Scanlon, James Arnold * Tom, Frederick K. T.
Cornell Univ., Ithaca, N.Y.
Pub Date -   May67
EDRS PRICE MF-$0.25 HC-$1.84   44p.

*PROGRAMED INSTRUCTION, *REVIEW (REEXAMINATION), LEARNING PROCESSES, *RETENTION, *VOCATIONAL AGRICULTURE, *EDUCATIONAL EXPERIMENTS, TIME FACTORS (LEARNING), HIGH SCHOOLS, EXPERIMENTAL GROUPS, CONTROL GROUPS, COMPARATIVE ANALYSIS,

Fifty-one tenth grade and 228 ninth grade students enrolled in first-year vocational agriculture in 27 New York schools, selected at random, made up groups using programed instruction -- (1) program plus blocked review, (2) program plus spaced review, and (3) program only. The material "Parlimentary Procedure, a Programed Introduction" required from 5 to 7 hours to complete. Review provided by a filmstrip made especially for use in the experiment, was administered alternately with segments of the instructional program for the special review groups and at the end of the program for the blocked-review groups. At the end of the instructional period, all students were tested for learning by an objective type paper-pencil test, and after a 30-day interval they were retested for retention. The data were analyzed by two one-way analyses of covariance and were adjusted for variations in reading scores. Neither spaced review nor blocked review resulted in significantly better performance than program only as measured by either the learning or the retention test. Blocked review was significantly better than spaced review as measured by the learning test, but not by the retention test. (PS)

VT 004 397 ED 016 856
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability. South-Western Monographs in Business and Economic Education, no. 97.

Crawford, Thomas James
Pub Date - Mar60
EDRS PRICE MF-$0.25 HC-$1.60 38p.

*METHODS RESEARCH, *EDUCATIONAL EXPERIMENTS, *TEACHING METHODS, *BUSINESS EDUCATION, COMPARATIVE ANALYSIS, CONTROL GROUPS, EXPERIMENTAL GROUPS, *TYPEWRITING, DOCTORAL THESES,

Indiana University,

The purpose of this study was to compare two teaching methods for developing production typewriting ability. The traditional, speed-emphasis method and the experimental, production-emphasis method, were used during 50-minute periods for 61 sessions each semester with students enrolled in Intermediate Typewriting at Indiana University during 1954-55. During the first semester, there were 37 students in the control group and 85 students in three experimental-group classes. In the second semester, there were 22 students in the control group and 82 students in the three experimental classes. The two groups were equated in terms of initial production, net stroking, net performance, related information, psychological score, and reading comprehension. At the beginning and end of each semester, tests of production ability, net stroking speed, net performance, and related information were administered. At the beginning of the experiment in both semesters, the control group showed higher production ability than the experimental group. At the end of the first semester, the experimental group had a final production-rate mean of 13.15 words per minute (WPM) and the control group a mean of only 7.70 WPM. At the end of the second semester, the experimental-group mean was 13.17 WPM and the control group 8.23 WPM. It was recommended that typewriting courses be organized to include intensive instruction in production techniques and procedures. Additional findings and implications are given. This is an abstract of a Ph.D. dissertation completed at the University of Pittsburgh in 1956. (PS)

OTHER
RESOURCES
SECTION

VT 000 099 ED 018 531
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.

Corplan Associates, Chicago, Ill.
Illinois Research and Development Coord Unit, Springfield
Pub Date - Jun66
EDRS PRICE MF-$1.00 HC-$9.08 225p.

*BIBLIOGRAPHIES, ANNOTATED BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, TECHNICAL EDUCATION, OCCUPATIONAL GUIDANCE, *RESEARCH PROJECTS, OCCUPATIONAL INFORMATION, INSTRUCTIONAL AIDS, VOCATIONAL EDUCATION TEACHERS, COOPERATIVE EDUCATION, CURRICULUM DEVELOPMENT, DROPOUTS, LABOR MARKET, EDUCATIONAL ADMINISTRATION, TECHNOLOGICAL ADVANCEMENT, VOCATIONAL RETRAINING,

Citations for Part One were obtained from abstracting journals in education, applied science and technology, dissertation abstracts, current periodicals, and lists of research projects reviewed in response to requests to state and city boards of education and selected colleges and universities. The 1,516 references are arranged alphabetically by author and were generally published from 1960-65. Annotations are included where they were available. Part Two contains approximately 300 references to unpublished research projects, completed or in progress, funded by state research grants or by the U.S. Office of Education. A subject and key-word index with partial cross-indexing and topics of general interest refers to the citation numbers. (PS)

VT 004 449 ED 015 345
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.

Pub Date - Nov64
EDRS PRICE MF-$0.25 HC-$1.36 32p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *MASTERS THESES, *DOCTORAL THESES, *ANNOTATED BIBLIOGRAPHIES,

North Atlantic States,

Thirty-two doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas-- agricultural production, educational needs, employment opportunities, farmers, international education, program evaluation, public opinion, students, supervision, teacher education, teaching methods, technical institutes, vocational agriculture curriculum, vocational agriculture teachers, and young farmer education. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 004 451 ED 015 347
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

Love, Gene M.
Pennsylvania State Univ., University Park
Pub Date - Nov66
EDRS PRICE MF-$0.25 HC-$1.80 43p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *MASTERS THESES, *DOCTORAL THESES, *ANNOTATED BIBLIOGRAPHIES,

North Atlantic States;

Forty-two doctoral dissertations, staff studies, and masters' theses in agricultural education are reported in the following areas--administration, agricultural production, career choice, curriculum, community colleges, educational needs, employment opportunities, extension education, farmers, graduate students, innovations, international education, off-farm agricultural occupations, public opinion, socioeconomic influences, student interests, supervised farm practice, technical education, vocational followup, young farmer education, and youth clubs. The purpose, method, and findings of each study are summarized. The studies are arranged alphabetically by author. (JM)

VT 005 136
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.

Jiloca, Editha L.
Minnesota Res. Coord. Unit in Occup. Educ., Minneapolis.
Pub Date - 67
MF AVAILABLE IN VT-ERIC SET. 30p.

*BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, *EDUCATIONAL RESEARCH, OCCUPATIONAL SURVEYS, DOCTORAL THESES, MASTERS THESES, SURVEYS, INSTRUCTIONAL MATERIALS, GRADUATE SURVEYS, OCCUPATIONAL GUIDANCE,

The 300 projects reported include proposed, in process, and completed research studies, instructional materials, occupational and educational surveys, theses, and followup studies of graduates. They are classified under the topics--(1) Agricultural Education and Vocational Agriculture, (2) Business, Distributive, and Economic Education, (3) Industrial Arts, Trade, and Technical Education, (4) Industrial Management and Industrial Relations, (5) Occupational Curriculums, Programs, Instructional Materials, and Methods, (6) Occupational Surveys, (7) Vocational Education, and (8) Vocational Guidance and Counseling. The bibliography provides information on the location, status, and support of current and completed research. (EM)

VT 005 744 ED (See Oct '68 RIE)
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date - 68
EDRS PRICE MF-$1.25 HC-$11.32 281p.

*ANNOTATED BIBLIOGRAPHIES, INFORMATION DISSEMINATION, INDEXES (LOCATERS), *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, CLEARINGHOUSES, RESOURCE MATERIALS,

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings--(1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Devices and Materials, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Service, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Most of the 248 document listed are available as a separate microfiche set from the ERIC Document Reproduction Service (VT 005 745). This document is available for $2.75 from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (HC)

VT 005 745   ED (See Oct '68 RIE)
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

Ohio State Univ., Columbus. Center for Voc. Educ.
Pub Date -   68
EDRS PRICE MF-$72.75 HC NOT AVAILABLE FROM EDRS.   20,292p.

INDEXES (LOCATERS), *EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, CLEARINGHOUSES, RESOURCE MATERIALS,

Documents announced in the Summer 1968 issue (VT 005 744) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. The microfiche set is arranged in the following sequence--(1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (BS)

INDEXES

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

ACTION-HOUSING INC., PITTSBURGH, PA.
VT 003 854 ED 011 984 108
Action for Employment.
VT 003 855 ED 015 293 109
Summer Community Youth Work Program.

ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. AGRICULTURAL EDUCATION SERVICE
VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.

ALBRACHT, JAMES J.
VT 003 950 ED 015 301 44
What Does it Take to Sell Feed.

ALMARODE, RICHARD L.
VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

ALTMAN, JAMES W.
VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

AMERICAN DENTAL ASSN., CHICAGO, ILL. COUNCIL ON DENTAL EDUCATION.
VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.

AMERICAN HOME ECONOMICS ASSN., WASHINGTON, D.C.
VT 000 684 ED 018 546 100
Working with Low-Income Families.
VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.

AMERICAN INDUSTRIAL ARTS ASSN., WASHINGTON, D.C.
VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.
VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.

Page

VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.

AMERICAN INDUSTRIAL ARTS ASSN., WASHINGTON, D.C. EQUIPMENT GUIDE COMMITTEE
VT 002 895 ED 017 664 98
A Guide for Equipping Industrial Arts Facilities.

AMERICAN INSTITUTES FOR RESEARCH, PITTSBURGH, PENNSYLVANIA
VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.
VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
VT 001 907 17
Pilot Training Programs in Home Economics.

ANDERSON, HAROLD
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

ANGEL, JAMES L.
VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.

ARCUS, PETER
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

ARIZONA OCCUPATIONAL RESEARCH COORDINATING UNIT, PHOENIX
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

ARIZONA STATE DEPT. OF VOCATIONAL EDUCATION, PHOENIX
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

ARIZONA UNIV., TUCSON. DEPT. OF AGRICULTURAL EDUCATION
VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.

ARIZONA UNIV., TUCSON. DIV. OF ECONOMIC AND BUSINESS RESEARCH
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

AUBURN UNIV., ALABAMA. DEPT. OF VOCATIONAL, TECHNICAL AND PRACTICAL ARTS EDUCATION
VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.

AULD, W. DAVID, JR., COMP.
VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.

BAKER, RICHARD A.
VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.

BANGS, KENNETH
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.

BARLOW, MELVIN L.
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

BARTEL, CARL R.
VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

BAYSINGER, GERALD
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.

Page

BEAR, W. FORREST
VT 003 621 41
How Much Instruction in Farm Machinery.

BEARD, H.G.
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.

BECK, BERTRAM M. AND OTHERS
VT 002 722 ED 015 256 106
The Remedial Education Program.

BELITSKY, A. HARVEY
VT 004 260 ED 016 128 78
The Job Hunt.

BERRY, JANE AND OTHERS
VT 001 125 ED 018 558 147
Counseling Girls and Women.

BERTOLEAT, FREDERICK
VT 002 121 ED 017 658 137
Research in Vocational Education.

BEVINS, LYNN G.
VT 000 669 5
Industrial Cooperative Training Programs.

BINKLEY, HAROLD
VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.
VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

BIO-DYNAMICS, INC., CAMBRIDGE, MASS.
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.

BOLDT, MILTON
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

BOOKMAN, CELIA
VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.

BOSS, MILTON R.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

BOTTOMS, JAMES E.
VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

BOWLING GREEN STATE UNIV., OHIO
VT 004 696 26
Advisory Committees, "Selection and Use".

BRANTNER, S.T.
VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.

BRAZZIEL, WILLIAM F.
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

BRENNAN, THOMAS J.
VT 000 910 ED 018 552 100
Industrial Arts and High School Dropouts.

BRIGGS, VERNON M., JR.
VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.

BROWN, BILL WESLEY
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

BROWN, DAVID G.
VT 004 312 ED 016 134 160
Placement Services for College Teachers.
VT 004 313 ED 016 135 161
Academic Labor Markets.

Page

BRUNSMAN, HOWARD G.
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.

BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASHINGTON, D.C.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

BUREAU OF THE CENSUS, WASHINGTON, D.C.
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.

BUREAU OF LABOR STATISTICS (DOL), WASHINGTON, D.C.
VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.
VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

BUSINESS TEACHERS' CLUB OF METROPOLITAN DETROIT, MICH. RESEARCH COMMITTEE
VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.

CAIN, PAUL S.
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
VT 001 372 11
Vocational Education in California, 1964-65.
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF AGRICULTURAL EDUCATION
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF BUSINESS EDUCATION
VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.
VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.
VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF HOMEMAKING EDUCATION
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. VOCATIONAL EDUCATION SERVICES
VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California.
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.

Page

CALIFORNIA UNIV., BERKELEY. DEPT. OF INDUSTRIAL ENGINEERING AND OPERATIONS RESEARCH
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

CALIFORNIA UNIV., BERKELEY. SCHOOL OF EDUCATION
VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

CALIFORNIA UNIV., DAVIS. DEPT. OF AGRICULTURAL EDUCATION
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

CALIFORNIA UNIV., LOS ANGELES. DIV. OF VOCATIONAL EDUCATION
VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California (November, 1965).
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.

CALLEJO, RICARDO A.
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

CANADA DEPT. OF LABOUR, OTTAWA (ONTARIO). WOMEN'S BUREAU
VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

CARR, RUBY C.
VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.

CATHOLIC UNIVERSITY OF AMERICA, WASHINGTON, D.C.
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS, CHICAGO, ILL.
VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.

CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILLINOIS
VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.
VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

CHICAGO UNIV., ILL. NATIONAL OPINION RESEARCH CENTER
VT 004 327 ED 015 332 80
College, Color, and Employment.

CLARK, RAYMOND M.
VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

CLEMSON UNIV., S.C. DEPT. OF AGRICULTURAL EDUCATION
VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

COGSWELL, J.F. AND OTHERS
VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

Page

COLLINS, CHARLIE J.
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

COLORADO STATE BOARD FOR VOCATIONAL EDUCATION, DENVER
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

COLORADO STATE UNIV., FORT COLLINS. COLLEGE OF BUSINESS
VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

COLORADO STATE UNIV., FORT COLLINS. DEPT. OF VOCATIONAL EDUCATION
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

COLORADO UNIV., BOULDER. BUREAU OF ECONOMIC RESEARCH
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

COLUMBIA UNIV., NEW YORK. BUREAU OF APPLIED SOCIAL RESEARCH
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

COLUMBIA UNIV., NEW YORK. SCHOOL OF SOCIAL WORK RESEARCH CENTER
VT 002 722 ED 015 256 106
The Remedial Education Program.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

COLUMBIA UNIV., NEW YORK, N.Y. SEMINAR ON TECHNOLOGY AND SOCIAL CHANGE
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

COMMITTEE OF 100, MARSHALL, MICH. IMPLEMENTATION COMMITTEE
VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.

COMPTROLLER GENERAL, WASHINGTON, D.C.
VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.

CONFERENCE ON GOVERNMENT-UNIVERSITY RELATIONS IN THE PROFESSIONAL PREPARATION AND EMPLOYMENT OF COUSELORS
VT 004 317 ED 016 136 152
Counselor Development in American Society.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. BUREAU OF VOCATIONAL-TECHNICAL SCHOOLS
VT 001 103 56
Graduate Follow-Up, 1964.

COOK, FRED S.
VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.
VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Program.
VT 001 484 ED 017 653 97
Office Machines Used in Business Today.

COOK, JAMES L.
VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

COOPER, SOPHIA
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

Page

CORNELL UNIV., ITHACA, N.Y.
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

CORPLAN ASSOCIATES, CHICAGO, ILL.
VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.

CORPLAN ASSOCIATES, CHICAGO, ILL. TECHNOLOGY CENTER
VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.

COTRELL, CALVIN J.
VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.

CRAMBERT, ALBERT C.
VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.

CRAWFORD, THOMAS JAMES
VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.

CROSSMAN, EDWARD R.F.W. AND OTHERS
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

CURTIS, C.M.
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

CUSHMAN, HAROLD R.
VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

DPE (RESEARCH TRAINING) CONFERENCE
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.

DETROIT PUBLIC SCHOOLS, MICHIGAN
VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.

DEUTSCH, ELIZABETH C.
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

DEVORE, PAUL W.
VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.

DILLON, ROY D.
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

DIRKS, MARIE AND OTHERS
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

DISTRICT OF COLUMBIA EMPLOYMENT SERVICE, WASHINGTON, D.C.
VT 004 254 ED 016 126 77
Start Your Career with Apprenticeship in Washington, D.C.

DOMMER, CAROLYN
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.

DROEGE, ROBERT C.
VT 003 680 ED 014 585 92
Validity Extension Data on the General Aptitude Test Battery.
VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.

Page

DUNLAP AND ASSOCIATES, INC.
VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.

EDMUNDS, NEIL A.
VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND, OHIO
VT 001 486 ED(See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.

EDUCATIONAL TELEVISION STATION, KQED, SAN FRANCISCO, CALIFORNIA
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

EHRESMAN, NORMAN D.
VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

EMPLOYMENT SERVICE, WASHINGTON, D.C.
VT 002 352 ED 016 062 61
Occupations in Electronic Computing Systems.
VT 003 858 MP 000 270 69
Job Vacancy Surveys.
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.
VT 004 255 ED 016 127 77
Occupations in the Field of Library Science.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

FERGUSON, EDWARD T., JR.
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.

FERMAN, LOUIS A.
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

FESTANTE, PETER AND OTHERS
VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.

FISHMAN, LESLIE AND OTHERS
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION SECTION
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DIV. OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION
VT 000 927 ED 017 638 7
Fact-Finding in Vocational Education.

FLUID POWER SOCIETY, THIENSVILLE, WIS.
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.

FOURTUNE, ALEXANDER A.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

FRIGIOLA, NICHOLAS F.
VT 001 030 ED 018 555 9
Technical Education.

GARRETT, PAULINE G.
VT 001 907 17
Pilot Training Programs in Home Economics.

GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN. DIV. OF SURVEYS AND FIELD SERVICES
VT 002 163 ED 016 785 18
Vocational Education in Utah.

Page

GEORGIA STATE BOARD OF HEALTH, ATLANTA. DIV. OF VOCATIONAL REHABILITATION
VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.
VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. DIV. OF VOCATIONAL EDUCATION
VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. REHABILITATION SERVICES
VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.
VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

GEORGIA UNIV., ATHENS. VOCATIONAL RESEARCH
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.

GIBSON, FRANCIS R.
VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.

GOELDNER, CHARLES R. AND OTHERS
VT 001 860 17
Real Estate Education and Research Needs in the San Fernando Valley.

GRAYBEAL, WILLIAM S.
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

Page

GREENFIELD, HARRY I.
VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

GREGG, RANDOLPH N.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

GRIFFITH, WARREN L.
VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.

GRINDER, ROBERT E.
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

GRITZMACHER, JOAN
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

HAMILTON, PHYLLIS D.
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

HAMILTON, ROSS E.
VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.

HARRIS, JAMES N.
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

HARRIS, NORMAN C.
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.

HAUCK, EDWARD F.
VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

HAWAII STATE HOSPITAL, KANEOHE
VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.

Page

VT 004 063 112
The Remotivation of Chronic Schizophrenic Men Patients, Abstract.

HEADY, EARL O.
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

HEALTH CAREERS COUNCIL OF ILLINOIS, CHICAGO
VT 001 892 ED 017 656 150
Pathways to Health Careers.

HEMP, PAUL E.
VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.
VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

HENDERSON, NORMAN B.
VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.
VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

HENSEL, JAMES W.
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.

HILL, C.W.
VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.

HULL, WILLIAM L.
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

HUSON, CAROLYN F.
VT 004 327 ED 015 332 80
College, Color, and Employment.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

HYMAN, THEODORE M.
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

IDAHO OCCUPATIONAL RESEARCH UNIT, MOSCOW
VT 001 641 150
High School Vocational Interest Survey in Canyon County.

IDAHO STATE UNIV., POCATELLO
VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.
VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

ILLINOIS AGRICULTURAL ASSOCIATION, BLOOMINGTON
VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

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VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.
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ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION, SPRINGFIELD. VOCATIONAL EDUCATION DIV.
VT 001 690 16
Essentials and Requirements of a Vocational Home Economics Program.

ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.

ILLINOIS UNIV., URBANA
VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

Page

ILLINOIS UNIV., URBANA. DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.

ILLINOIS UNIV., URBANA. DIV. OF AGRICULTURAL EDUCATION
VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.
VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

ILLINOIS UNIV., URBANA. DIV. OF HOME ECONOMICS EDUCATION
VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.

INDIANA EMPLOYMENT SECURITY DIV., INDIANAPOLIS. RESEARCH AND STATISTICS SECTION
VT 003 226 65
Manpower Requirements in Indiana Hospitals.
VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.

INDIANA VOCATIONAL TECHNICAL COLL., INDIANAPOLIS. DEPT. OF RESEARCH
VT 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.

INSTITUTE FOR THE CRIPPLED AND DISABLED, NEW YORK, N.Y.
VT 004 060 ED 016 100 110
Work and Mental Disorder.
VT 004 061 111
Work and Mental Disorder. Summary.

IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES
VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

JACOBY, ALBERTA
VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.

JAIN, NEMI C.
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

JARMIN, MARTIN V.
VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

JILOCA, EDITHA L.
VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.

JOHNSTON, DENIS F.
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

JUDGE, HOMER V.
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.

KANSAS STATE BOARD FOR VOCATIONAL EDUCATION, TOPEKA
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.

KANSAS STATE UNIV., MANHATTAN. SCHOOL OF EDUCATION
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.

Page

KARNES, MERLE B. AND OTHERS
VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.
VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

KENTUCKY UNIV., LEXINGTON
VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.

KENTUCKY UNIV., LEXINGTON. DEPT. OF AGRICULTURAL EDUCATION
VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.
VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

KENTUCKY UNIV., LEXINGTON. RESEARCH FOUNDATION
VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

KEYSERLING, MARY DUBLIN
VT 003 662 MP 000 200 21
Child Day Care Service Needs.

KINCAID, HARRY V.
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

KINNANE, JOHN F.
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

KNEELAND, NATALIE
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

KNUDSON, CLINTON H.
VT 001 402 ED 018 572 102
A Study of Dropouts in Texas and Minnesota.

KOLODRUBETZ, WALTER W.
VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.

KOLTUV, MYRON
VT 004 060 ED 016 100 110
Work and Mental Disorder.
VT 004 061 111
Work and Mental Disorder. Summary.

LAMAR, CARL F.
VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.
VT 004 656 ED 016 144 141
Structuring a Program of Research and Development. for Kentucky.

LANDIS, WILLIAM HARPER
VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.

LAW, GORDON F.
VT 005 039 ED 016 874 166
Research Visibility, Vocational Education Is Service--Toward Teaching Excellence.
VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.

LAWS, NORMAN G.
VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.

LEACH, T.L.
VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Reserach Conference, Agricultural Education.

LEE, ALLEN
VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

Page

LESTER, HERSCHEL T., JR.
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.

LEUNG, CHO-KIN
VT 004 330 ED 015 334 82
Local Manpower Data Programs.

LEVENSON, BERNARD
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

LINSON, MARVIN G.
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

LONG, GILBERT A. AND OTHERS
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

LOOMBA, R.P
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area during 1963-65.

LOUISIANA STATE UNIV., BATON ROUGE. DEPT. OF VOCATIONAL AGRICULTURAL EDUCATION
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.

LOVE, GENE M.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

LOVELESS, AUSTIN G.
VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

MCCLAY, DAVID R.
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

MCCOLLUM, EARL
VT 003 949 ED 015 300 43
Agricultural Education in the Community College.

MCFADDEN, DENNIS
VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

MADISON VOCATIONAL, TECHNICAL AND ADULT SCHOOLS, WIS. SCHOOL OF DENTAL ASSISTANTS
VT 004 265 MP 000 366 23
Summary Report for the Year Ending June, 1967.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
VT 001 471 ED 018 581 103
Investment in Poor People.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. INTERNATIONAL MANPOWER INST.
VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. OFFICE OF MANPOWER, AUTOMATION, AND TRAINING
VT 004 317 ED 016 136 152
Counselor Development in American Society.
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH
VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.

Page

VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

MANPOWER RESEARCH COUNCIL, MILWAUKEE, WISCONSIN
VT 000 865 ED 017 634 51
Automation.

MARSH, C. PAUL
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

MARSHALL, F. RAY
VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.

MARTIN, WILLIAM E.
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON. DIV. OF VOCATIONAL EDUCATION
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.
VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.
VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.

MATHER, MARY E.
VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.

MEMPHIS CITY SCHOOL SYSTEM, TENNESSEE
VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.

MENTAL HEALTH FILM BOARD, NEW YORK, N.Y.
VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

MEYERS, EDMUND D., JR.
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

MEYERS, SAMUEL M.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

MIAMI-DADE JUNIOR COLL., MIAMI, FLA.
VT 004 482 ED 016 859 123
Summer Institute, 1967.
VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

MIAMI UNIV., FLORIDA
VT 002 941 ED 016 802 39
Research to Establish a College-Level Curriculum in Glass.

MICHIGAN STATE BOARD OF CONTROL FOR VOCATIONAL EDUCATION, LANSING
VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.

MICHIGAN STATE DEPT. OF PUBLIC INSTRUCTION, LANSING. DIV. OF VOCATIONAL EDUCATION
VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.

MICHIGAN STATE UNIVERSITY, DEPT. OF COMMUNICATION AND CONTINUING EDUCATION SERVICES
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

MICHIGAN STATE UNIV., EAST LANSING. COLL. OF EDUCATION
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.

MICHIGAN UNIV., ANN ARBOR. INST. OF LABOR AND INDUSTRIAL RELATIONS
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

Page

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.
VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan

MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

MILLER, HARRY L.
VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.

MILWAUKEE INST. OF TECHNOLOGY, WIS. DEPT. OF NURSING
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.

MILWAUKEE VOCATIONAL, TECHNICAL, AND ADULT SCHOOLS, WISCONSIN
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

MINNESOTA RESEARCH COORDINATION UNIT IN OCCUPATIONAL EDUCATION, MINNEAPOLIS
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.
VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.

MISSOURI STATE DEPT. OF EDUCATION, JEFFERSON CITY. AGRICULTURAL EDUCATION SECTION
VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.

MISSOURI STATE DEPT. OF LABOR AND INDUSTRIAL RELATIONS, JEFFERSON CITY
VT 001 125 ED 018 558 147
Counseling Girls and Women.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

MISSOURI UNIV., COLUMBIA. DEPT. OF AGRICULTURAL EDUCATION
VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.

MISSOURI UNIV., KANSAS CITY
VT 001 125 ED 018 558 147
Counseling Girls and Women.

MOBILIZATION OF YOUTH INC., NEW YORK, N.Y.
VT 002 722 ED 015 256 106
The Remedial Education Program.

MONDART, C.L.
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.

MONTANA STATE UNIV., BOZEMAN. DEPT. OF AGRICULTURAL EDUCATION
VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.

MOREHEAD STATE UNIV., KENTUCKY. SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

MORPHONIOS, ALEX G.
VT 004 482 ED 016 859 123
Summer Institute, 1967.

MORRISON, EDWARD J.
VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.

Page

MORSCH, WILLIAM C.
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

MORTON, J. BROWN
VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.

MOSS, JEROME, JR.
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.

NANGLE, GRACE L.
VT 003 689 ED 016 823 22
Health Occupations Education Centers.

NATIONAL ADVISORY HEALTH COUNCIL, WASHINGTON, D.C. ALLIED HEALTH PROFESSIONS EDUCATION SUBCOMMITTEE
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.

NATIONAL ASSN. OF STATE DIRECTORS OF VOCATIONAL EDUCATION
VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW), WASHINGTON, D.C. DIV. OF OPERATIONS ANALYSIS
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

NATIONAL SAFETY COUNCIL, CHICAGO, ILL.
VT 001 269 97
Safety in the Drafting Room.

Page

NATIONAL VOCATIONAL-TECHNICAL EDUCATION SEMINAR ON RESEARCH AND CURRICULUM DEVELOPMENT
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.

NEBRASKA UNIV., LINCOLN. DEPT. OF AGRICULTURAL EDUCATION
VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.

NEFF, WALTER S.
VT 004 060 ED 016 100 110
Work and Mental Disorder.
VT 004 061 111
Work and Mental Disorder. Summary.

NELSON, HELEN Y.
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

NELSON, TRAVIS
VT 003 621 41
How Much Instruction in Farm Machinery.

NEW HAMPSHIRE STATE DEPT. OF EDUCATION, CONCORD
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

NEW HAMPSHIRE UNIV., DURHAM. DEPT. OF AGRICULTURAL EDUCATION
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON
VT 001 618 ED 018 600 105
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION
VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.
VT 001 030 ED 018 555 9
Technical Education.

Page

NEW YORK CITY UNIV., N.Y. DIV. OF TEACHER EDUCATION
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

NEW YORK STATE COLL. OF AGRICULTURE, ITHACA
VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.

NEW YORK STATE COLL. OF AGRICULTURE, ITHACA. AGRICULTURAL EDUCATION DIV.
VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.
VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF AGRICULTURAL EDUCATION
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

NEW YORK STATE EDUCATION DEPT., ALBANY. DIV. OF VOCATIONAL REHABILITATION
VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.

NOLL, ROBERT F.
VT 001 269 97
Safety in the Drafting Room.

NORGREN, PAUL H.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

NORTH CAROLINA AGRICULTURAL EXPERIMENT STATION, RALEIGH
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

NORTH CAROLINA EMPLOYMENT SECURITY COMMISSION, RALEIGH. JOB MARKET RESEARCH CENTER.
VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH. DEPT. OF COMMUNITY COLLEGES.
VT 001 120 33
Agricultural Technology, Agricultural Equipment.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH. VOCATIONAL-TECHNICAL DIV.
VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.

NORTH CAROLINA STATE UNIV., RALEIGH. CENTER FOR OCCUPATIONAL EDUCATION
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.

NORTHERN ARIZONA UNIV., FLAGSTAFF
VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.
VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE CONFERENCE
VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.

O'CONNELL, EDWARD J.
VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.

O'DELL, EARL DOUGLAS
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.

Page

OFFICE OF ECONOMIC OPPORTUNITY, WASHINGTON, D.C.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.
VT 002 908 ED 017 667 18
Industrial Arts Education.
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. AGRICULTURAL EDUCATION BRANCH
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. AREA VOCATIONAL BRANCH
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS
VT 004 696 26
Advisory Committees, "Selection and Use".

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF GUIDANCE AND TESTING
VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. TRADE AND INDUSTRIAL EDUCATION SERVICE
VT 000 773 ED 018 547 87
Occupational Competency Tests.
VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

OHIO STATE UNIV., COLUMBUS
VT 004 696 26
Advisory Committees, "Selection and Use".

OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

OHIO STATE UNIV., COLUMBUS. NATIONAL CENTER FOR RESEARCH IN AGRICULTURAL EDUCATION
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.

OHIO STATE UNIV., COLUMBUS. THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION
VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.
VT 003 689 ED 016 823 22
Health Occupations Education Centers.
VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.
VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.
VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

OKLAHOMA STATE UNIV., STILLWATER
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

OKLAHOMA STATE UNIV., STILLWATER. DEPT. OF AGRICULTURAL EDUCATION
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

Page

OKLAHOMA STATE UNIV., STILLWATER. RESEARCH FOUNDATION
VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT, STILLWATER
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.

OLIVER, ALVIN E.
VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

OLIVO, C. THOMAS
VT 005 036 ED 016 871 153
Research Visibility. Vocational Education Is People--High School Age Youth.
VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.

OMAHA BOARD OF EDUCATION, NEBRASKA
VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.

OREGON STATE DEPT. OF EDUCATION, SALEM. DIV. OF COMMUNITY COLLEGES AND VOCATIONAL EDUCATION
VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

OREGON STATE UNIV., CORVALLIS
VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, PARIS (FRANCE). MANPOWER DIVISION
VT 000 873 ED 018 550 6
The Training of Skilled Workers.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

ORUM, EARL
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.

OVERS, ROBERT P.
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

PADFIELD, HARLAND
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

PAIK, GEORGE AND OTHERS
VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.

PALLONE, NATHANIEL J.
VT 004 314 ED 015 328 119
No Longer Superfluous.

PARRISH, EDWIN H.
VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.

PELLEY, ALBERT L.
VT 002 908 ED 017 667 18
Industrial Arts Education.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG
VT 001 235 ED 017 645 88
Business Education Standards.
VT 002 019 37
Activating a Nutritional Education Program in Pennsylvania Schools.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG. AGRICULTURAL EDUCATION SECTION
VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

Page

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION
VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF INDUSTRIAL EDUCATION
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.

PETERS, G.F.
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.

PETERSON, CLARENCE E.
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.

PHIPPS, LLOYD J. AND OTHERS
VT 003 674 ED (See Sep '68 RIE) 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

POKORNY, HARRY
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

PRICE, CORA N.
VT 000 519 ED 017 627 96
Space and Equipment in Homemaking Education.

PUBLIC HEALTH SERVICE, ARLINGTON, VA. DIV. OF HEALTH MANPOWER EDUCATIONAL SERVICES
VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

PUBLIC HEALTH SERVICE, WASHINGTON, D.C. BUREAU OF HEALTH MANPOWER
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.

PURDUE UNIV., LAFAYETTE, INDIANA. MEASUREMENT AND RESEARCH CENTER
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

RAJAN, G. SOUNDARA
VT 003 431 ED 014 020 66
A Study of the Registered Apprenticeship Program in Wisconsin.

RESEARCH COORDINATION CONFERENCE ON AGRICULTURAL OCCUPATIONS
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.

RESEARCH TRAINING INST., DENVER, COLORADO
VT 002 121 ED 017 658 137
Research in Vocational Education.

RICHMAN, ROBERT W.
VT 001 641 150
High School Vocational Interest Survey in Canyon County.

RODGERS, JOHN H.
VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

ROGERS, EVERETT M.
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

ROSENFELD, MICHAEL
VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.

ROTZ, PATRICIA H.
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.

Page

RYSCAVAGE, PAUL M.
VT 003 877 MP 000 286 70
Changes in Occupational Employment Over the Past Decade.

SAINT CLOUD AREA VOCATIONAL-TECHNICAL SCHOOL, MINN. DEPT. OF AGRICULTURE
VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.

SAINT MARY'S DOMINICAN COLL., NEW ORLEANS, LOUISIANA
VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE. BUREAU OF BUSINESS SERVICES AND RESEARCH
VT 001 860 17
Real Estate Education and Research Needs in the San Fernando Valley.

SAN JOSE STATE COLL., CALIFORNIA. CENTER FOR INTERDISCIPLINARY STUDIES
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.

SANTA CRUZ COUNTY BOARD OF EDUCATION, CALIFORNIA
VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.

SCANLON, JAMES ARNOLD
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

SCHAEFER, CARL J. AND OTHERS
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.

SCHILL, WILLIAM J.
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

SCHILTZ, MICHAEL E.
VT 004 327 ED 015 332 80
College, Color, and Employment.

SCHMITT, MARSHALL L.
VT 002 908 ED 017 667 18
Industrial Arts Education.

SCHULTZ, THEODORE W.
VT 001 471 ED 018 581 103
Investment in Poor People.

SCHWEITZER, S.O.
VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.

SEATTLE PUBLIC SCHOOLS, WASHINGTON
VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.

SEEFER, RICHARD G.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

SEMINAR ON MANPOWER POLICY AND PROGRAM
VT 001 471 ED 018 581 103
Investment in Poor People.

SEVERINSEN, K. NORMAN
VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.

SHEPPARD, HAROLD L.
VT 004 260 ED 016 128 78
The Job Hunt.

SHERARD, AUSTELL O.
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

SILVERMAN, LESLIE J.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

SIMPSON, ELIZABETH
VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.

Page

SMITH, WENDELL LEE
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

SOUTH BEND COMMUNITY SCHOOL CORP., INDIANA
VT 004 314 ED 015 328 119
No Longer Superfluous.

SOUTH CAROLINA UNIV., COLUMBIA. BUREAU OF BUSINESS AND ECONOMIC RESEARCH
VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.

SOUTH DAKOTA STATE DEPT. OF PUBLIC INSTRUCTION, PIERRE. DIV. OF PUPIL PERSONNEL SERVICES
VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-64.

SOUTHERN ILLINOIS UNIV., CARBONDALE. SCHOOL OF AGRICULTURE
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.

SPECTOR, JULES
VT 004 255 ED 016 127 77
Occupations in the Field of Library Science.

SPITZE, HAZEL TAYLOR
VT 003 036 64
Adult Education -- Preparation for Employment.

STANFORD RESEARCH INST., MENLO PARK, CALIFORNIA
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

STEIN, BRUNO
VT 004 330 ED 015 334 82
Local Manpower Data Programs.

STEVENSON, WILLIAM W.
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

STEWART, JEFFREY R., JR.
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.

STOUFFER, CLAYTON L.
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

STURM, HERMAN M.
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.

SUTKER, SOLOMON AND OTHERS
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

SUZIEDELIS, ANTANAS
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

SWANSON, DONALD F.
VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.

SWANSON, J. CHESTER
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

SYSTEM DEVELOPMENT CORPORATION, SANTA MONICA, CALIFORNIA
VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computor-Based Technology in Vocational Counseling.

TENNESSEE STATE DEPT. OF EDUCATION, NASHVILLE. TRADE AND INDUSTRIAL SERVICE
VT 000 669 5
Industrial Cooperative Training Programs.

Page

TEXAS STATE DEPT. OF HEALTH, AUSTIN. DIV. OF OCCUPATIONAL HEALTH AND RADIATION CONTROL
VT 001 236 96
Standards for Eye Protection in Public Schools.

TEXAS STUDY OF SECONDARY EDUCATION, AUSTIN
VT 001 402 ED 018 572 102
A Study of Dropouts in Texas and Minnesota.

TEXAS TECHNOLOGICAL COLL., LUBBOCK. DEPT. OF AGRICULTURAL EDUCATION
VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.

TEXAS UNIV., AUSTIN. DEPT. OF ECONOMICS
VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.

THOMPSON, JOHN T.
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.

TODD, HOLLIS E.
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

TOM, FREDERICK K.T.
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

TOMLINSON, ROBERT M. AND OTHERS
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.

TRAPNELL, GAIL
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.

TRENTON STATE COLL., N.J. DEPT. OF INDUSTRIAL EDUCATION AND TECHNOLOGY
VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

TUSKEGEE INSTITUTE, ALABAMA
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES. SCHOOL OF EDUCATION
VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.

UPJOHN (W.E.) INST. FOR EMPLOYMENT RESEARCH, KALAMAZOO, MICHIGAN
VT 004 260 ED 016 128 78
The Job Hunt.

UTAH RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION, SALT LAKE CITY
VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY, RESEARCH DIV.
VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

VANDER GRIEND, MAURINE
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.

VAUGHN, GWENYTH R.
VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.
VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

VIRGINIA POLYTECHNIC INST., BLACKSBURG
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.

Page

VIRGINIA POLYTECHNIC INST., BLACKSBURG. DISTRIBUTIVE EDUCATION DIV.
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.

VIRGINIA STATE BOARD OF EDUCATION, RICHMOND. DIV. OF EDUCATIONAL RESEARCH
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

VIRGINIA STATE COLL., NORFOLK DIV.
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

VOELCKER, PAULINE
VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.

WAKEFIELD, JOSEPH C.
VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.

WALL, LEWIS E.
VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

WARNER, AARON W.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

WASHINGTON STATE BOARD FOR VOCATIONAL EDUCATION, OLYMPIA
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

WASHINGTON STATE UNIV., PULLMAN. DEPT. OF EDUCATION
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

PERSONAL AND INSTITUTIONAL AUTHORS INDEX

Page

WASHINGTON UNIV., SAINT LOUIS, MO.
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

WAYNE STATE UNIV., DETROIT, MICH. DEPT. OF BUSINESS AND DISTRIBUTIVE EDUCATION
VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Programs.
VT 001 484 ED 017 653 97
Office Machines Used in Business Today.

WEBB, EARL
VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.

WENRICH, RALPH C.
VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Mighigan.

WEST, LEONARD J.
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

WEST VIRGINIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HUNTINGTON
VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.

WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON
VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.

WEST VIRGINIA UNIV., MORGANTOWN
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

WESTERN ILLINOIS UNIV., MACOMB
VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.

Page

WHITELEY, JOHN M.
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

WHITMARSH, RUTH
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.
VT 001 387 ED 018 570 12
Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level.

WIENTGE, KING M.
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

WILLSON, RICHARD
VT 002 941 ED 016 802 39
Research to Establish a College-Level Curriculum in Glass.

WINEFORDNER, DAVID
VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.

WIRTZ, W. WILLARD
VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.

WISCONSIN ASSN. OF VOCATIONAL AGRICULTURE INSTRUCTORS, MADISON. COURSE OF STUDY COMMITTEE
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.

WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION, MADISON
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.

WISCONSIN UNIV., MADISON
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

Page

WISCONSIN UNIV., MADISON. CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
VT 003 431 ED 014 020 66
A Study of the Registered Apprenticeship Program in Wisconsin.

WISCONSIN UNIV., MADISON. DEPT. OF AGRICULTURAL AND EXTENSION EDUCATION
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.

WOOD, EUGENE S.
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.

WOODIN, RALPH J.
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teachers of Vocational Agriculture in Ohio.

WYLLIE, EUGENE DONALD
VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.

WYOMING UNIV., LARAMIE. DIV. OF ADULT EDUCATION AND COMMUNITY SERVICE
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.

YENCSO, WILLIAM R.
VT 000 532 ED 012 582 3
Technical Education in Mighigan Community Colleges.

YUBA COLL., MARYSVILLE, CALIF.
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.

ZURBRICK, PHILLIP R.
VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.

DOCUMENT NUMBER INDEX

Page

VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.

VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.

VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.

VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.

VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.

VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.

VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.

VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.

VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.

VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.

Page

VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.

VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.

VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.

VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.

VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-farm Agricultural Jobs in the Metropolitan Areas of Louisiana.

VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.

VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.

VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.

VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.

VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.

DOCUMENT NUMBER INDEX

Page

VT 000 669 5
Industrial Cooperative Training Programs.

VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.

VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.

VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.

VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.

VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.

VT 000 684 ED 018 546 100
Working with Low-Income Families.

VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.

VT 000 773 ED 018 547 87
Occupational Competency Tests.

VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

VT 000 865 ED 017 634 51
Automation.

VT 000 868 ED 013 645 51
Practical Nursing in Illinois.

VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.

VT 000.873 ED 018 550 6
The Training of Skilled Workers.

VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.

Page

VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.

VT 000 910 ED 018 552 100
Industrial Arts and High School Dropouts.

VT 000 927 ED 017 638 7
Fact-Finding in Vocational Education.

VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.

VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.

VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.

VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-1964.

VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.

VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.

VT 001 030 ED 018 555 9
Technical Education.

VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.

VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.

DOCUMENT NUMBER INDEX

Page

VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

VT 001 103 56
Graduate Follow-Up, 1964.

VT 001 120 33
Agricultural Technology, Agricultural Equipment.

VT 001 125 ED 018 558 147
Counseling Girls and Women.

VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.

VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.

VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

VT 001 235 ED 017 645 88
Business Education Standards.

VT 001 236 96
Standards for Eye Protection in Public Schools.

VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.

VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

VT 001 269 97
Safety in the Drafting Room.

Page

VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.

VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.

VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.

VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.

VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.

VT 001 364 ED 018 568 11
Leadership for Vocational Education in California, (November, 1965).

VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.

VT 001 372 11
Vocational Education in California, 1964-65.

VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.

VT 001 387 ED 018 570 12
Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level.

VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.

VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.

DOCUMENT NUMBER INDEX

Page

VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.

VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

VT 001 402 ED 018 572 102
A Study of Dropouts in Texas and Minnesota.

VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.

VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.

VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.

VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.

VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Program.

VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.

VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.

VT 001 471 ED 018 581 103
Investment in Poor People.

VT 001 484 ED 017 653 97
Office Machines Used in Business Today.

Page

VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.

VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.

VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.

VT 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.

VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.

VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.

VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.

VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.

VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.

VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

VT 001 618 ED 018 600 105
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.

DOCUMENT NUMBER INDEX

Page

VT 001 641 150
High School Vocational Interest Survey in Canyon County.

VT 001 690 16
Essentials and Requirements of a Vocational Home Economics Program.

VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.

VT 001 860 17
Real Estate Education and Research Needs in the San Fernando Valley.

VT 001 892 ED 017 656 150
Pathways to Health Careers.

VT 001 907 17
Pilot Training Programs in Home Economics.

VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

VT 002 019 37
Activating a Nutritional Education Program in Pennsylvania Schools.

VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.

VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.

VT 002 121 ED 017 658 137
Research in Vocational Education.

VT 002 163 ED 016 785 18
Vocational Education in Utah.

Page

VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.

VT 002 352 ED 016 062 61
Occupations in Electronic Computing Systems.

VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.

VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining courses of Study in Vocational Education Programs.

VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.

VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.

VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.

VT 002 722 ED 015 256 106
The Remedial Education Program.

VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.

VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

DOCUMENT NUMBER INDEX

Page

VT 002 895 ED 017 664 98
A Guide for Equipping Industrial Arts Facilities.

VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.

VT 002 908 ED 017 667 18
Industrial Arts Education.

VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.

VT 002 941 ED 016 802 39
Research to Establish a College-Level Curriculum in Glass.

VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.

VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.

VT 003 036 64
Adult Education -- Preparation for Employment.

VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.

VT 003 226 65
Manpower Requirements in Indiana Hospitals.

VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.

VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.

VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.

Page

VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.

VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.

VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology

VT 003 431 ED 014 020 66
A Study of the Registered Apprecticeship Program in Wisconsin.

VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.

VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.

VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.

VT 003 621 41
How Much Instruction in Farm Machinery .

VT 003 662 MP 000 200 21
Child Day Care Service Needs.

VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.

VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

VT 003 680 ED 014 585 92
Validity Extension Data on the General Aptitude Test Battery.

DOCUMENT NUMBER INDEX

Page

VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.

VT 003 689 ED 016 823 22
Health Occupations Education Centers.

VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.

VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.

VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.

VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.

VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

VT 003 854 ED 011 984 108
Action for Employment.

VT 003 855 ED 015 293 109
Summer Community Youth Work Program.

VT 003 858 MP 000 270 69
Job Vacancy Surveys.

VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.

VT 003 877 MP 000 286 70
Changes in Occupational Employment Over the Past Decade.

VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.

VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.

VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

Page

VT 003 949 ED 015 300 43
Agricultural Education in the Community College.

VT 003 950 ED 015 301 44
What Does It Take to Sell Feed.

VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.

VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.

VT 004 060 ED 016 100 110
Work and Mental Disorder.

VT 004 061 111
Work and Mental Disorder. Summary.

VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.

VT 004 063 112
The Remotivation of Chronic Schizophrenic Men Patients, Abstract.

VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.

VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.

VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.

VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

DOCUMENT NUMBER INDEX

Page

VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.

VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.

VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.

VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

VT 004 158 ED 016 110 118
Work Values of the Handicapped.

VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.

Page

VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

VT 004 254 ED 016 126 77
Start Your Career with Apprecticeship in Washington, D.C.

VT 004 255 ED 016 127 77
Occupations in the Field of Library Science.

VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

VT 004 260 ED 016 128 78
The Job Hunt.

VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Tehcnologies, 1966.

VT 004 265 MP 000 366 23
Summary Report for the Year Ending June, 1967.

VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.

VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve--Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.

VT 004 312 ED 016 134 160
Placement Services for College Teachers.

VT 004 313 ED 016 135 161
Academic Labor Markets.

VT 004 314 ED 015 328 119
No Longer Superfluous.

DOCUMENT NUMBER INDEX

Page

VT 004 317 ED 016 136 152
Counselor Development in American Society.

VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

VT 004 327 ED 015 332 80
College, Color, and Employment.

VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

VT 004 330 ED 015 334 82
Local Manpower Data Programs.

VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.

VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.

VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.

VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability

VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.

Page

VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.

VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

VT 004 482 ED 016 859 123
Summer Institute, 1967.

VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.

VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.

VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

DOCUMENT NUMBER INDEX

Page

VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.

VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

VT 004 696 26
Advisory Committees, "Selection and Use."

VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.

VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

VT 005 036 ED 016 871 153
Research Visibility. Vocational Education Is People--High School Age Youth.

Page

VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.

VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.

VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.

VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.

VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

CONVERSION OF DOCUMENT NUMBERS INDEX[1]

VT NUMBERS CONVERTED TO ED OR MP NUMBERS[2]--VT NUMBERS CONVERTED TO ED OR MP NUMBERS

VT 000 022	ED 014 266
VT 000 042	ED 017 619
VT 000 043	ED 017 620
VT 000 083	ED 018 530
VT 000 099	ED 018 531
VT 000 103	ED 018 532
VT 000 177	ED 017 621
VT 000 178	ED 017 622
VT 000 219	ED 017 623
VT 000 331	ED 017 624
VT 000 340	ED 018 533
VT 000 400	ED 017 625
VT 000 429	ED 018 534
VT 000 461	ED 018 535
VT 000 474	ED 018 536
VT 000 519	ED 017 627
VT 000 532	ED 012 582
VT 000 546	ED 018 538
VT 000 555	ED 018 539
VT 000 557	ED 018 540
VT 000 562	ED 018 541
VT 000 586	ED 017 628
VT 000 667	ED 018 543
VT 000 670	ED 018 544
VT 000 672	ED 017 629
VT 000 678	ED 017 630
VT 000 681	ED 017 631
VT 000 682	ED 017 632
VT 000 684	ED 018 546
VT 000 685	ED 017 633
VT 000 773	ED 018 547
VT 000 779	ED 016 770
VT 000 865	ED 017 634
VT 000 868	ED 013 645
VT 000 871	ED 018 549
VT 000 873	ED 018 550
VT 000 895	ED 018 551
VT 000 896	ED 017 636
VT 000 901	ED 017 637
VT 000 910	ED 018 552
VT 000 927	ED 017 638
VT 000 934	ED 017 639
VT 000 943	ED 017 640
VT 000 959	ED 018 554
VT 000 973	ED 017 641
VT 000 982	ED 011 091
VT 001 008	ED 017 642
VT 001 030	ED 018 555
VT 001 089	ED 018 556
VT 001 090	ED 018 557
VT 001 125	ED 018 558
VT 001 188	ED 018 559
VT 001 202	ED 017 644
VT 001 206	ED 018 560
VT 001 207	ED 018 561
VT 001 235	ED 017 645
VT 001 244	ED 017 646
VT 001 264	ED 016 042
VT 001 274	ED 017 648
VT 001 313	ED 017 650
VT 001 331	ED 018 563
VT 001 332	ED 018 564
VT 001 334	ED 018 565
VT 001 362	ED 018 567
VT 001 364	ED 018 568
VT 001 365	ED 016 044
VT 001 381	ED 016 046
VT 001 387	ED 018 570
VT 001 391	ED 018 571
VT 001 402	ED 018 572
VT 001 410	ED 017 652
VT 001 414	ED 018 573
VT 001 428	ED 016 047
VT 001 447	ED 018 576
VT 001 452	ED 018 577
VT 001 453	ED 018 578
VT 001 454	ED 018 579
VT 001 460	ED 018 580
VT 001 471	ED 018 581
VT 001 484	ED 017 653
VT 001 511	ED 018 584
VT 001 516	ED 018 586
VT 001 533	MP 000 107
VT 001 541	ED 018 588
VT 001 556	ED 018 591
VT 001 573	ED 018 592
VT 001 597	ED 018 597
VT 001 598	ED 018 598
VT 001 612	ED 018 599
VT 001 618	ED 018 600

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[1] This index is cumulative for the current and three past issues of ARM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED OR MP NUMBERS		VT NUMBERS CONVERTED TO ED OR MP NUMBER	
VT 001 714	ED 016 053	VT 003 823	ED 016 828
VT 001 840	ED 017 654	VT 003 848	ED 015 290
VT 001 846	ED 016 056	VT 003 854	ED 011 984
VT 001 892	ED 017 656	VT 003 855	ED 015 293
VT 001 938	ED 016 781	VT 003 858	MP 000 270
VT 002 026	ED 016 784	VT 003 867	ED 014 614
VT 002 121	ED 017 658	VT 003 877	MP 000 286
VT 002 163	ED 016 785	VT 003 879	MP 000 288
VT 002 352	ED 016 062	VT 003 880	MP 000 289
VT 002 371	ED 016 063	VT 003 889	ED 018 646
VT 002 385	ED 014 555	VT 003 946	ED 014 616
VT 002 442	ED 017 661	VT 003 949	ED 015 300
VT 002 722	ED 015 256	VT 003 950	ED 015 301
VT 002 881	ED 016 797	VT 003 959	ED 017 679
VT 002 889	ED 013 538	VT 004 057	ED 016 835
VT 002 895	ED 017 664	VT 004 060	ED 016 100
VT 002 897	ED 017 665	VT 004 062	ED 016 101
VT 002 908	ED 017 667	VT 004 082	ED 015 306
VT 002 910	ED 017 669	VT 004 083	MP 000 308
VT 002 941	ED 016 802	VT 004 086	ED 015 308
VT 002 944	ED 016 803	VT 004 089	ED 015 311
VT 002 954	ED 016 069	VT 004 092	ED 015 314
VT 003 057	ED 017 676	VT 004 095	ED 012 930
VT 003 249	ED 017 677	VT 004 100	ED 015 320
VT 003 255	ED 012 389	VT 004 106	ED 016 103
VT 003 260	ED 015 263	VT 004 111	ED 015 324
VT 003 300	ED 016 810	VT 004 112	MP 000 329
VT 003 308	ED 016 074	VT 004 113	ED 016 105
VT 003 361	ED 016 076	VT 004 114	MP 000 331
VT 003 395	ED 016 813	VT 004 115	ED 016 106
VT 003 431	ED 014 020	VT 004 157	ED 016 840
VT 003 522	ED 016 818	VT 004 158	ED 016 110
VT 003 585	ED 018 635	VT 004 159	ED 015 326
VT 003 593	ED 017 678	VT 004 161	MP 000 339
VT 003 612	ED 018 636	VT 004 178	ED 015 042
VT 003 662	MP 000 200	VT 004 234	ED 016 115
VT 003 663	MP 000 201	VT 004 254	ED 016 126
VT 003 666	ED 014 581	VT 004 255	ED 016 127
VT 003 674	ED 018 638	VT 004 259	ED 016 849
VT 003 680	ED 014 585	VT 004 260	ED 016 128
VT 003 682	ED 014 586	VT 004 262	ED 016 130
VT 003 689	ED 016 823	VT 004 265	MP 000 366
VT 003 702	ED 016 824	VT 004 295	ED 016 850
VT 003 820	ED 014 594	VT 004 309	ED 016 132
VT 003 822	MP 000 242	VT 004 310	ED 015 327

CONVERSION OF DOCUMENT NUMBER INDEX

UMBERS CONVERTED TO ED OR MP NUMBERS		ED OR MP NUMBERS CONVERTED TO VT NUMBERS	
VT 004 311	ED 016 133	MP 000 107	VT 001 533
VT 004 312	ED 016 134	MP 000 200	VT 003 662
VT 004 313	ED 016 135	MP 000 201	VT 003 663
VT 004 314	ED 015 328	MP 000 242	VT 003 822
VT 004 317	ED 016 136	MP 000 270	VT 003 858
VT 004 326	ED 015 331	MP 000 286	VT 003 877
VT 004 327	ED 015 332	MP 000 288	VT 003 879
VT 004 329	ED 015 333	MP 000 289	VT 003 880
VT 004 330	ED 015 334	MP 000 308	VT 004 083
VT 004 331	ED 016 140	MP 000 329	VT 004 112
VT 004 332	ED 016 141	MP 000 331	VT 004 114
VT 004 335	ED 016 851	MP 000 339	VT 004 161
VT 004 365	ED 016 854	MP 000 366	VT 004 265
VT 004 384	ED 016 143	ED 011 091	VT 000 982
VT 004 396	ED 011 709	ED 011 709	VT 004 396
VT 004 397	ED 016 856	ED 011 984	VT 003 854
VT 004 402	ED 017 686	ED 012 389	VT 003 255
VT 004 417	ED 016 858	ED 012 582	VT 000 532
VT 004 418	ED 017 688	ED 012 930	VT 004 095
VT 004 449	ED 015 345	ED 013 538	VT 002 889
VT 004 451	ED 015 347	ED 013 645	VT 000 868
VT 004 482	ED 016 859	ED 014 020	VT 003 431
VT 004 483	ED 016 860	ED 014 266	VT 000 022
VT 004 484	ED 016 861	ED 014 555	VT 002 385
VT 004 490	ED 017 707	ED 014 581	VT 003 666
VT 004 528	ED 017 710	ED 014 585	VT 003 680
VT 004 557	ED 018 654	ED 014 586	VT 003 682
VT 004 593	ED 016 865	ED 014 594	VT 003 820
VT 004 635	ED 017 714	ED 014 614	VT 003 867
VT 004 638	ED 015 734	ED 014 616	VT 003 946
VT 004 656	ED 016 144	ED 015 042	VT 004 178
VT 004 660	ED 016 867	ED 015 256	VT 002 722
VT 004 836	ED 017 723	ED 015 263	VT 003 260
VT 004 854	ED 017 726	ED 015 290	VT 003 848
VT 004 855	ED 017 727	ED 015 293	VT 003 855
VT 004 932	ED 017 728	ED 015 300	VT 003 949
VT 004 939	ED 017 730	ED 015 301	VT 003 950
VT 004 940	ED 017 731	ED 015 306	VT 004 082
VT 005 036	ED 016 871	ED 015 308	VT 004 086
VT 005 038	ED 016 873	ED 015 311	VT 004 089
VT 005 039	ED 016 874	ED 015 314	VT 004 092
VT 005 159	ED 017 740	ED 015 320	VT 004 100
VT 005 268	ED 017 743	ED 015 324	VT 004 111
		ED 015 326	VT 004 159
		ED 015 327	VT 004 310

CONVERSION OF DOCUMENT NUMBER INDEX

ED OR MP NUMBERS	CONVERTED TO VT NUMBERS	ED OR MP NUMBERS	CONVERTED TO VT NUMBERS
ED 015 328	VT 004 314	ED 016 803	VT 002 944
ED 015 331	VT 004 326	ED 016 810	VT 003 300
ED 015 332	VT 004 327	ED 016 813	VT 003 395
ED 015 333	VT 004 329	ED 016 818	VT 003 522
ED 015 334	VT 004 330	ED 016 823	VT 003 689
ED 015 345	VT 004 449	ED 016 824	VT 003 702
ED 015 347	VT 004 451	ED 016 828	VT 003 823
ED 015 734	VT 004 638	ED 016 835	VT 004 057
ED 016 042	VT 001 264	ED 016 840	VT 004 157
ED 016 044	VT 001 365	ED 016 849	VT 004 259
ED 016 046	VT 001 381	ED 016 850	VT 004 295
ED 016 047	VT 001 428	ED 016 851	VT 004 335
ED 016 053	VT 001 714	ED 016 854	VT 004 365
ED 016 056	VT 001 846	ED 016 856	VT 004 397
ED 016 062	VT 002 352	ED 016 858	VT 004 417
ED 016 063	VT 002 371	ED 016 859	VT 004 482
ED 016 069	VT 002 954	ED 016 860	VT 004 483
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ED 016 101	VT 004 062	ED 016 871	VT 005 036
ED 016 103	VT 004 106	ED 016 873	VT 005 038
ED 016 105	VT 004 113	ED 016 874	VT 005 039
ED 016 106	VT 004 115	ED 017 619	VT 000 042
ED 016 110	VT 004 158	ED 017 620	VT 000 043
ED 016 115	VT 004 234	ED 017 621	VT 000 177
ED 016 126	VT 004 254	ED 017 622	VT 000 178
ED 016 127	VT 004 255	ED 017 623	VT 000 219
ED 016 128	VT 004 260	ED 017 624	VT 000 331
ED 016 130	VT 004 262	ED 017 625	VT 000 400
ED 016 132	VT 004 309	ED 017 627	VT 000 519
ED 016 133	VT 004 311	ED 017 628	VT 000 586
ED 016 134	VT 004 312	ED 017 629	VT 000 672
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ED 016 784	VT 002 026	ED 017 639	VT 000 934
ED 016 785	VT 002 163	ED 017 640	VT 000 943
ED 016 797	VT 002 881	ED 017 641	VT 000 973
ED 016 802	VT 002 941	ED 017 642	VT 001 008

CONVERSION OF DOCUMENT NUMBER INDEX

ED OR MP NUMBERS	CONVERTED TO VT NUMBERS	ED OR MP NUMBERS	CONVERTED TO VT NUMBERS
ED 017 644	VT 001 202	ED 018 546	VT 000 684
ED 017 645	VT 001 235	ED 018 547	VT 000 773
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ED 017 669	VT 002 910	ED 018 563	VT 001 331
ED 017 676	VT 003 057	ED 018 564	VT 001 332
ED 017 677	VT 003 249	ED 018 565	VT 001 334
ED 017 678	VT 003 593	ED 018 567	VT 001 362
ED 017 679	VT 003 959	ED 018 568	VT 001 364
ED 017 686	VT 004 402	ED 018 570	VT 001 387
ED 017 688	VT 004 418	ED 018 571	VT 001 391
ED 017 707	VT 004 490	ED 018 572	VT 001 402
ED 017 710	VT 004 528	ED 018 573	VT 001 414
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ED 017 723	VT 004 836	ED 018 577	VT 001 452
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ED 017 727	VT 004 855	ED 018 579	VT 001 454
ED 017 728	VT 004 932	ED 018 580	VT 001 460
ED 017 730	VT 004 939	ED 018 581	VT 001 471
ED 017 731	VT 004 940	ED 018 584	VT 001 511
ED 017 740	VT 005 159	ED 018 586	VT 001 516
ED 017 743	VT 005 268	ED 018 588	VT 001 541
ED 018 530	VT 000 083	ED 018 591	VT 001 556
ED 018 531	VT 000 099	ED 018 592	VT 001 573
ED 018 532	VT 000 103	ED 018 597	VT 001 597
ED 018 533	VT 000 340	ED 018 598	VT 001 598
ED 018 534	VT 000 429	ED 018 599	VT 001 612
ED 018 535	VT 000 461	ED 018 600	VT 001 618
ED 018 536	VT 000 474	ED 018 635	VT 003 585
ED 018 538	VT 000 546	ED 018 636	VT 003 612
ED 018 539	VT 000 555	ED 018 638	VT 003 674
ED 018 540	VT 000 557	ED 018 646	VT 003 889
ED 018 541	VT 000 562	ED 018 654	VT 004 557
ED 018 543	VT 000 667		
ED 018 544	VT 000 670		

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

AGRICULTURAL EDUCATION

VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.

VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.

VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.

VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.

VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.

VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.

VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.

VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.

VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.

VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.

Page

VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.

VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.

VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.

VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.

VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

VT 001 120 33
Agricultural Technology, Agricultural Equipment.

VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.

VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.

VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.

VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.

VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.

VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.

VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.

VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

VT 003 621 41
How Much Instruction in Farm Machinery.

VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

VT 003 949 ED 015 300 43
Agricultural Education in the Community College.

VT 003 950 ED 015 301 44
What Does it Take to Sell Feed.

VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.

VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

Page

VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

BUSINESS AND OFFICE EDUCATION

VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.

VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.

VT 001 235 ED 017 645 88
Business Education Standards.

VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.

VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.

VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.

VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Programs.

VT 001 484 ED 017 653 97
Office Machines Used in Business Today.

VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.

VT 002 352 ED 016 062 61
Occupations in Electronic Computing Systems.

VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.

VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.

VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.

VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

DISTRIBUTIVE EDUCATION
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.
VT 004 696 26
Advisory Committees, "Selection and Use".

HEALTH OCCUPATIONS EDUCATION
VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.
VT 001 892 ED 017 656 150
Pathways to Health Careers.
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.
VT 003 226 65
Manpower Requirements in Indiana Hospitals.
VT 003 662 MP 000 200 21
Child Day Care Service Needs.
VT 003 689 ED 016 823 22
Health Occupations Education Centers.
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.
VT 004 265 MP 000 366 23
Summary Report for the Year Ending June, 1967.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.
VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.
VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.

Page

HOME ECONOMICS EDUCATION
VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.
VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.
VT 000 684 ED 018 546 100
Working with Low-Income Families.
VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.
VT 001 387 ED 018 570 12
Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level.
VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.
VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.
VT 001 690 16
Essentials and Requirements of a Vocational Home Economics Program.
VT 001 907 17
Pilot Training Programs in Home Economics.
VT 002 019 37
Activating a Nutritional Education Program in Pennsylvania Schools.
VT 003 036 64
Adult Education -- Preparation for Employment.
VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.
VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

INDUSTRIAL ARTS EDUCATION
VT 000 910 ED 018 552 100
Industrial Arts and High School Dropouts.
VT 001 269 97
Safety in the Drafting Room.
VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.
VT 002 895 ED 017 664 98
A Guide for Equipping Industrial Arts Facilities.
VT 002 908 ED 017 667 18
Industrial Arts Education.
VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.
VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.
VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.
VT 003 680 ED 014 585 92
Validity Extension Data on the General Aptitude Test Battery.
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

LABOR ECONOMICS
VT 000 865 ED 017 634 51
Automation.
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.
VT 001 471 ED 018 581 103
Investment in Poor People.
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.
VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.

Page

VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.
VT 003 858 MP 000 270 69
Job Vacancy Surveys.
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.
VT 003 877 MP 000 286 70
Changes in Occupational Employment Over the Past Decade.
VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.
VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.
VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.
VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.
VT 004 312 ED 016 134 160
Placement Services for College Teachers.
VT 004 313 ED 016 135 161
Academic Labor Markets.
VT 004 314 ED 015 328 119
No Longer Superfluous.
VT 004 317 ED 016 136 152
Counselor Development in American Society.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.
VT 004 330 ED 015 334 82
Local Manpower Data Programs.
VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.
VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

OCCUPATIONAL PSYCHOLOGY
VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

OCCUPATIONAL SOCIOLOGY
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.
VT 004 260 ED 016 128 78
The Job Hunt.
VT 004 327 ED 015 332 80
College, Color, and Employment.
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

TECHNICAL EDUCATION
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.
VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.

Page

VT 001 030 ED 018 555 9
Technical Education.
VT 001 103 56
Graduate Follow-Up, 1964.
VT 001 120 33
Agricultural Technology, Agricultural Equipment.
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.
VT 003 689 ED 016 823 22
Health Occupations Education Centers.
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.
VT 004 482 ED 016 859 123
Summer Institute, 1967.
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.
VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.
VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.
VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.
VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.
VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer, 1968

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

TRADE AND INDUSTRIAL EDUCATION

VT 000 669 5
Industrial Cooperative Training Programs.

VT 000 773 ED 018 547 87
Occupational Competency Tests.

VT 000 873 ED 018 550 6
The Training of Skilled Workers.

VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.

VT 001 030 ED 018 555 9
Technical Education.

VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.

VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.

VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

VT 004 254 ED 016 126 77
Start Your Career with Apprenticeship in Washington, D.C.

VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.

VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

VT 004 482 ED 016 859 123
Summer Institute, 1967.

VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

GENERAL VOCATIONAL AND TECHNICAL EDUCATION

VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.

Page

VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.

VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.

VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.

VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.

VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.

VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.

VT 000 927 ED 017 638 7
Fact-Finding in Vocational Education.

VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.

VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.

VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.

VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.

VT 001 103 56
Graduate Follow-Up, 1964.

VT 001 125 ED 018 558 147
Counseling Girls and Women.

VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

VT 001 236 96
Standards for Eye Protection in Public Schools.

VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.

VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.

VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.

VT 001 364 ED 018 568 11
Leadership for Vocational Education in California (November, 1965).

VT 001 372 11
Vocational Education in California, 1964-65.

VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.

VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.

VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.

VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.

VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.

VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.

VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

Page

VT 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.

VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.

VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.

VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.

VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.

VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

VT 001 641 150
High School Vocational Interest Survey in Canyon County.

VT 001 860 17
Real Estate Education and Research Needs in the San Fernando Valley.

VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.

VT 002 121 ED 017 658 137
Research in Vocational Education.

VT 002 163 ED 016 785 18
Vocational Education in Utah.

VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.

VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.

VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.

VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.

VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.

VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

VT 003 431 ED 014 020 66
A Study of the Registered Apprenticeship Program in Wisconsin.

VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.

VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.

VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.

VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.

VT 003 854 ED 011 984 108
Action for Employment.

VT 003 855 ED 015 293 109
Summer Community Youth Work Program.

VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.

VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.

VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.

Page

VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.

VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.

VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

VT 004 940 ED 017 731 142
Procedural Guide for the Writing of Proposals.

VT 005 036 ED 016 871 153
Research Visibility. Vocational Education Is People--High School Age Youth.

VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.

VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.

VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.

VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

SUBJECT INDEX

Page

ACADEMIC ACHIEVEMENT
VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.

ACCIDENT PREVENTION
VT 001 269 97
Safety in the Drafting Room.

ACCREDITATION (INSTITUTIONS)
VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.

ACHIEVEMENT TESTS
VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

ADMINISTRATIVE POLICY
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.

ADMINISTRATOR ATTITUDES
VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-1964.
VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.

ADMINISTRATOR GUIDES
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.
VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.
VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.

Page

ADMINISTRATOR RESPONSIBILITY
VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

ADOPTION (IDEAS)
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.
VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.

ADULT BASIC EDUCATION
VT 004 314 ED 015 328 119
No Longer Superfluous.

ADULT EDUCATION
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.
VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.
VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

ADULT EDUCATION PROGRAMS
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

ADULT FARMER EDUCATION
VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.

ADULT VOCATIONAL EDUCATION
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.
VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.

SUBJECT INDEX

Page

VT 002 163 ED 016 785 18
Vocational Education in Utah.
VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.
VT 003 036 64
Adult Education -- Preparation for Employment.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.
VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

ADVISORY COMMITTEES
VT (043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.
VT 004 696 26
Advisory Committees, "Selection and Use".

AEROSPACE INDUSTRY
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

AGE
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

AGRICULTURAL EDUCATION
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.
VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.
VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.

Page

VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.
VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.
VT 001 120 33
Agricultural Technology, Agricultural Equipment.
VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.
VT 003 949 ED 015 300 43
Agricultural Education in the Community College.
VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.
VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

AGRICULTURAL ENGINEERING
VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.

AGRICULTURAL LABORERS
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

SUBJECT INDEX

Page

AGRICULTURAL MACHINERY
VT 001 120 33
Agricultural Technology, Agricultural Equipment.
VT 003 621 41
How Much Instruction in Farm Machinery.

AGRICULTURAL MACHINERY OCCUPATIONS
VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.

AGRICULTURAL OCCUPATIONS
VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

AGRICULTURAL PRODUCTION
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

AGRICULTURAL SKILLS
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.
VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

AGRICULTURAL TECHNICIANS
VT 000 922 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.
VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.
VT 003 949 ED 015 300 43
Agricultural Education in the Community College.
VT 003 950 ED 015 301 44
What Does it Take to Sell Feed.

Page

AGRICULTURAL SUPPLY OCCUPATIONS
VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.
VT 003 950 ED 015 301 44
What Does it Take to Sell Feed.

AGRICULTURE
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.

AMERICAN INDIANS
VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.
VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

ANCILLARY SERVICES
VT 004 060 ED 016 100 110
Work and Mental Disorder.

ANNOTATED BIBLIOGRAPHIES
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.
VT 001 484 ED 017 653 97
Office Machines Used in Business Today.
VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.
VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

ANNUAL REPORTS
VT 001 372 11
Vocational Education in California, 1964-65.

APPRECTICESHIPS
VT 000 873 ED 018 550 6
The Training of Skilled Workers.
VT 003 431 ED 014 020 66
A Study of the Registered Apprenticeship Program in Wisconsin.

SUBJECT INDEX

Page

VT 004 254 ED 016 126 77
Start Your Career with Apprecticeship in Washington, D.C.
VT 004 310 ED 015 327 78
Negro Participation in Apprecticeship Programs.

APTITUDE TESTS
VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.
VT 003 680 ED 014 585 92
Validity Extension Data on the General Aptitude Test Battery.

AREA VOCATIONAL SCHOOLS
VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.
VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.
VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.
VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.
VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.

ASPIRATION
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

ASSOCIATE DEGREES
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.

ATTENDANCE
VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.

AUTOMATION
VT 000 865 ED 017 634 51
Automation.

Page

BANKING
VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

BEGINNING TEACHERS
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

BEHAVIOR PATTERNS
VT 004 260 ED 016 128 78
The Job Hunt.

BEHAVIOR RATING SCALES
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

BIBLIOGRAPHIES
VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.
VT 005 036 ED 016 871 153
Research Visibility. Vocational Education Is People--High School Age Youth.
VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.
VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.
VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.
VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.

BLUE COLLAR OCCUPATIONS
VT 004 260 ED 016 128 78
The Job Hunt.

SUBJECT INDEX

Page

BOARDS OF EDUCATION
VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.

BOOKKEEPING
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.

BUSINESS EDUCATION
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.
VT 001 484 ED 017 653 97
Office Machines Used in Business Today.
VT 001 235 ED 017 645 88
Business Education Standards.
VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.
VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.
VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.
VT 004 484 ED 018 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

BUSINESS SKILLS
VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.

BUSINESS SUBJECTS
VT 001 235 ED 017 645 88
Business Education Standards.

CAREER CHOICE
Vt 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.

Page

CENSUS FIGURES
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.

CERTIFICATION
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.

CHANGING ATTITUDES
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.

CHILD CARE CENTERS
VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.
VT 003 662 MP 000 200 21
Child Day Care Service Needs.

CHILD CARE WORKERS
VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.

CITY GOVERNMENT
VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.

CLERICAL WORKERS
VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.

COLLEGE CURRICULUM
VT 002 941 ED 016 802 39
Research to Establish a College-Level Curriculum in Glass.

COLLEGE GRADUATES
VT 004 327 ED 015 332 80
College, Color, and Employment.

COLLEGE PROGRAMS
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

COLLEGE ROLE
VT 004 317 ED 016 136 152
Counselor Development in American Society.

SUBJECT INDEX

Page

COLLEGE SUPERVISORS
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

COLLEGE TEACHERS
VT 004 312 ED 016 134 160
Placement Services for College Teachers.
VT 004 313 ED 016 135 161
Academic Labor Markets.

COMMUNICATION SKILLS
VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.
VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

COMMUNITY COLLEGES
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.
VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.
VT 003 949 ED 015 300 43
Agricultural Education in the Community College.

COMMUNITY SURVEYS
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.

COMPARATIVE ANALYSIS
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.
VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

COMPUTER ASSISTED INSTRUCTION
VT 004 482 ED 016 859 123
Summer Institute, 1967.

Page

VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

COMPUTER PROGRAMS
VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

CONFERENCES
VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.
VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.
VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.
VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California (November, 1965).
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.
VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.
VT 004 317 ED 016 136 152
Counselor Development in American Society.

CONSUMER ECONOMICS
VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.

COOPERATION
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

SUBJECT INDEX

Page

COOPERATIVE EDUCATION
VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.
VT 000 669 5
Industrial Cooperative Training Programs.
VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

COOPERATIVES
VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

COUNSELING
VT 001 125 ED 018 558
Counseling Girls and Women.

COUNSELING FUNCTIONS
VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

COUNSELOR TRAINING
VT 004 317 ED 016 136 152
Counselor Development in American Society.

COUNSELORS
VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.
VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.
VT 004 317 ED 016 136 152
Counselor Development in American Society.

Page

COURSE CONTENT
VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

COURSE DESCRIPTIONS
VT 001 120 33
Agricultural Technology, Agricultural Equipment.

COURSES
VT 002 908 ED 017 667 18
Industrial Arts Education.

CREDIT
VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

CREW LEADERS
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

CRITICAL INCIDENTS METHOD
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

CULTURALLY DISADVANTAGED
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

CURRICULUM
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.
VT 001 030 ED 018 555 9
Technical Education.
VT 001 120 33
Agricultural Technology, Agricultural Equipment.

SUBJECT INDEX

Page

VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.
VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.
VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.
VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

CURRICULUM DEVELOPMENT
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.
VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Detemining Courses of Study in Vocational Education Programs.
VT 002 941 ED 016 802 39
Research to Establish a College-Level Curriculum in Glass.
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.
VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.

Page

CURRICULUM EVALUATION
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

CURRICULUM GUIDES
VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.
VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.
VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.

CURRICULUM PLANNING
VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.
VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.
VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

CURRICULUM RESEARCH
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.

DATA COLLECTION
VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.

DATA PROCESSING
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.
VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

DATA PROCESSING OCCUPATIONS
VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Program.

SUBJECT INDEX

Page

VT 002 352 ED 016 062 61
Occupations in Electronic Computing Systems.

DAY CARE SERVICES
VT 003 662 MP 000 200 21
Child Day Care Service Needs.

DEAF EDUCATION
VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.
VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.

DEMONSTRATION PROJECTS
VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.
VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

DENTAL ASSISTANTS
VT 004 265 MP 000 366 23
Summary Report for the Year Ending June, 1967.
VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.

DENTAL HYGIENISTS
VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.

DEVELOPING NATIONS
VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.

DEVELOPMENTAL TASKS
VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.

Page

DIFFUSION
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

DISADVANTAGED GROUPS
VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.
VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

DISADVANTAGED YOUTH
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.
VT 002 722 ED 015 256 106
The Remedial Education Program.
VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.
VT 003 854 ED 011 984 108
Action for Employment.
VT 003 855 ED 015 293 109
Summer Community Youth Work Program.

DISTRIBUTIVE EDUCATION
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.
VT 004 696 26
Advisory Committees, "Selection and Use".

DOCTORAL THESES
VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

Page

DOMESTIC WORKERS
VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.

DRAFTING
VT 001 269 97
Safety in the Drafting Room.
VT 004 482 ED 016 859 123
Summer Institute, 1967.
VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

DROPOUT CHARACTERISTICS
VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-1964.
VT 001 402 ED 018 572 102
A Study of Dropouts in Texas and Minnesota.
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

DROPOUT IDENTIFICATION
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

DROPOUT PREVENTION
VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.
VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

DROPOUT RATE
VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-1964.

DROPOUT RESEARCH
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

Page

DROPOUTS
VT 000 910 ED 018 552 100
Industrial Arts and High School Dropouts.
VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.
VT 001 402 ED 018 572 102
A Study of Dropouts in Texas and Minnesota.
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

ECONOMIC DEVELOPMENT
VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

ECONOMIC DISADVANTAGEMENT
VT 000 684 ED 018 546 100
Working with Low-Income Families.

ECONOMIC PROGRESS
VT 001 471 ED 018 581 103
Investment in Poor People.

ECONOMICALLY DISADVANTAGED
VT 001 471 ED 018 581 103
Investment in Poor People.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

EDUCATIONAL ADMINISTRATION
VT 002 163 ED 016 785 18
Vocational Education in Utah.
VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

EDUCATIONAL ATTITUDES
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

SUBJECT INDEX

Page

EDUCATIONAL BACKGROUND
VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.

EDUCATIONAL EQUIPMENT
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.

EDUCATIONAL EXPERIMENTS
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.
VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.

EDUCATIONAL FACILITIES
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.
VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

EDUCATIONAL IMPROVEMENT
VT 000 910 ED 018 552 100
Industrial Arts and High School Dropouts.

EDUCATIONAL INNOVATION
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

EDUCATIONAL INTERESTS
VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.
VT 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.
VT 001 641 150
High School Vocational Interest Survey in Canyon County.

EDUCATIONAL NEEDS
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.

Page

VT 000 177 ED 017 621 48
Determination of Educational Needs of Selected Job Titles in Farm Implement Businesses in Oklahoma.
VT 000 219 ED 017 623 49
Employment Opportunities and Useable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.
VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.
VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.
VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.
VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.
VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.
VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.
VT 001 414 ED 018 573 60
Competencies Needed by Employees in Agricultural-Supply Businesses--Sales and Service.
VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Program.
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.
VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.
VT 001 860 17
Real Estate Education and Research Needs in the San Fernando Valley.

Page

VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

EDUCATIONAL OBJECTIVES
VT 000 586 ED 017 628 33
The Development of a Modern Curriculum in Vocational Agriculture.
VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.
VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.
VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.

EDUCATIONAL PHILOSOPHY
VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.
VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.
VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.

EDUCATIONAL PLANNING
VT 001 030 ED 018 555 9
Technical Education.
VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.
VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

Page

VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.

EDUCATIONAL POLICY
VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

EDUCATIONAL PRACTICE
VT 000 873 ED 018 550 6
The Training of Skilled Workers.

EDUCATIONAL PROBLEMS
VT 000 910 ED 008 552 100
Industrial Arts and High School Dropouts.
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.
VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.

EDUCATIONAL PROGRAMS
VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.
VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.

EDUCATIONAL RESEARCH
VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.
VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.
VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

SUBJECT INDEX

Page

VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.
VT 002 121 ED 017 658 137
Research in Vocational Education.
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.
VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.
VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.
VT 005 036 ED 016 871 153
Research Visibility. Vocational Education Is People--High School Age Youth.
VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.
VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.
VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.
VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.
VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.
VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

EDUCATIONAL TELEVISION
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

Page

EDUCATIONAL TRENDS
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California.

EDUCATIONALLY DISADVANTAGED
VT 004 314 ED 015 328 119
No Longer Superfluous.

ELECTRONIC DATA PROCESSING
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.
VT 002 352 ED 016 062 61
Occupations in Electronic Computing Systems.

ELECTRONIC TECHNICIANS
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

ELECTRONICS INDUSTRY
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.

EMOTIONALLY DISTURBED
VT 004 060 ED 016 100 110
Work and Mental Disorder.
VT 004 061 111
Work and Mental Disorder. Summary.
VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.
VT 004 063 112
The Remotivation of Chronic Schizophrenic Men Patients, Abstract.
VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.
VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

EMPLOYER ATTITUDES
VT 000 865 ED 017 634 51
Automation.

Page

VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

EMPLOYMENT
VT 000 865 ED 017 634 51
Automation.
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.
VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.
VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.

EMPLOYMENT EXPERIENCE
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.
VT 004 327 ED 015 332 80
College, Color, and Employment.

EMPLOYMENT OPPORTUNITIES
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.
VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.
VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Program.
VT 003 226 65
Manpower Requirements in Indiana Hospitals.
VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.
VT 003 858 MP 000 270 69
Job Vacancy Surveys.

Page

VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.

EMPLOYMENT PATTERNS
VT 004 313 ED 016 135 161
Academic Labor Markets.

EMPLOYMENT PROBLEMS
VT 004 060 ED 016 100 110
Work and Mental Disorder.
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

EMPLOYMENT PROGRAMS
VT 003 854 ED 011 984 108
Action for Employment.

EMPLOYMENT PROJECTIONS
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 001 453 ED 018 578 60
The Need for In-School Business Data Processing Program.
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.
VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.
VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

EMPLOYMENT QUALIFICATIONS
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.
VT 002 352 ED 016 062 61
Occupations in Electronic Computing Systems.

SUBJECT INDEX

Page

VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

EMPLOYMENT SERVICES
VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.
VT 004 312 ED 016 134 160
Placement Services for College Teachers.

EMPLOYMENT STATISTICS
VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

EMPLOYMENT TRENDS
VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.
VT 003 226 65
Manpower Requirements in Indiana Hospitals.
VT 003 877 MP 000 286 70
Changes in Occupational Employment Over the Past Decade.
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.
VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

ENGINEERING DRAWING
VT 004 482 ED 016 859 123
Summer Institute, 1967.
VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

ENGINEERING TECHNICIANS
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

Page

ENGINEERS
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

ENROLLMENT INFLUENCES
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

EQUAL OPPORTUNITIES (JOBS)
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

EQUIPMENT
VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.
VT 002 895 ED 017 664 98
A Guide for Equipping Industrial Arts Facilities.

EVALUATION
VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.

EVALUATION CRITERIA
VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.
VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.

EVALUATION TECHNIQUES
VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.
VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.

SUBJECT INDEX

Page

EXPENDITURES
VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.

EXPERIMENTAL CURRICULUM
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.

EXPERIMENTAL PROGRAMS
VT 001 907 17
Pilot Training Programs in Home Economics.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.
VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.
VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.
VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

EXTENSION AGENTS
VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

EXTENSION EDUCATION
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

EYES
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.
VT 001 236 96
Standards for Eye Protection in Public Schools.

Page

FACULTY RECRUITMENT
VT 004 313 ED 016 135 161
Academic Labor Markets.

FAMILY LIFE EDUCATION
VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.

FAMILY (SOCIOLOGICAL UNIT)
VT 000 684 ED 018 546 100
Working with Low-Income Families.

FARM ACCOUNTS
VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.
VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

FARM MANAGEMENT
VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.
VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

FARMERS
VT 002 545 122
1966 Farm Business Management Report and Individual Farm Business Analysis Guide.
VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

FEASIBILITY STUDIES
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

SUBJECT INDEX

Page

FEDERAL AID
VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.

FEDERAL LAWS
VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.

FEDERAL LEGISLATION
VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.

FEDERAL PROGRAMS
VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.

FELLOWSHIPS
VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.

FEMALES
VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.
VT 001 125 ED 018 558 147
Counseling Girls and Women.
VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.

FILM PRODUCTION
VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.

FLUID POWER EDUCATION
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.

FOOD SERVICE OCCUPATIONS
VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

Page

FOOD SERVICE WORKERS
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.

FRINGE BENEFITS
VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.

GENERAL APTITUDE TEST BATTERY
VT 003 680 ED 014 585 92
Validity Extension Data on the General Aptitude Test Battery.

GENERAL EDUCATION
VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.

GOVERNMENT ROLE
VT 004 317 ED 016 136 152
Counselor Development in American Society.

GLASS
VT 002 941 ED 016 802 39
Research to Establish a College-Level Curriculum in Glass.

GRADUATE SURVEYS
VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.
VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.
VT 001 103 56
Graduate Follow-Up, 1964.
VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.
VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.

GRADUATES
VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.

SUBJECT INDEX

Page

GUIDANCE PROGRAMS
VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.

GUIDELINES
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.
VT 000 927 ED 017 638 7
Fact-Finding in Vocational Education.
VT 001 511 ED 018 584 14
Guidelines for the Development of Merged Area Vocational Schools and Area Community Colleges by the Merged Area Boards.
VT 004 696 26
Advisory Committees, "Selection and Use".
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

HAND TOOLS
VT 002 895 ED 017 664 98
A Guide for Equipping Industrial Arts Facilities.

HANDICAPPED STUDENTS
VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.
VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.

HARVESTING
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

HEALTH INSURANCE
VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.

Page

HEALTH OCCUPATIONS
VT 001 982 ED 017 656 150
Pathways to Health Careers.
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.
VT 003 226 65
Manpower Requirements in Indiana Hospitals.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

HEALTH OCCUPATIONS CENTERS
VT 003 689 ED 016 823 22
Health Occupations Education Centers.

HEALTH OCCUPATIONS EDUCATION
VT 003 689 ED 016 823 22
Health Occupations Education Centers.
VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.
VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.
VT 004 265 MP 000 366 23
Summary Report for the Year Ending June, 1967.
VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.
VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.

HEALTH PERSONNEL
VT 004 057 ED 016 835 72
Education for the Allied Health Professions and Services.

HEALTH SERVICES
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.

HIGH SCHOOL GRADUATES
VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

SUBJECT INDEX

Page

VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.
VT 003 820 ED 014 594 139
Follow-Up Techniques in a Large-Scale Test Validation Study.

HIGH SCHOOL STUDENTS
VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.
VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-1964.
VT 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.
VT 001 641 150
High School Vocational Interest Survey in Canyon County.
VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.
VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

HIGH SCHOOLS
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.
VT 005 036 ED 016 871 153
Research Visibility. Vocational Education Is People--High School Age Youth.

HOME ECONOMICS
VT 000 684 ED 018 546 100
Working with Low-Income Families.

HOME ECONOMICS EDUCATION
VT 000 670 ED 018 544 128
A New Look at the Vocational Purposes of Home Economics Education.
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

Page

VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

HOME ECONOMICS SKILLS
VT 003 036 64
Adult Education -- Preparation for Employment.

HOME MANAGEMENT
VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.

HOMEMAKING EDUCATION
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.
VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.
VT 003 057 ED 017 676 40
Toward the Improvement of Family Life Through Education.

HOSPITALS
VT 003 226 65
Manpower Requirements in Indiana Hospitals.

HUMAN RELATIONS
VT 000 685 ED 017 633 145
Educating the Teen-Ager in Human Relations and Management of Resources.

ILLUSTRATORS
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.

IMPROVEMENT
VT 004 111 ED 016 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

INCOME
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

INDIGENOUS PERSONNEL
VT 003 854 ED 011 984 108
Action for Employment.

SUBJECT INDEX

Page

INDIVIDUAL CHARACTERISTICS

VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.

VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

INDIVIDUALIZED PROGRAMS

VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.

INDUSTRIAL ARTS

VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

VT 000 910 ED 018 552 100
Industrial Arts and High School Dropouts.

VT 001 269 97
Safety in the Drafting Room.

VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.

VT 002 895 ED 017 664 98
A Guide for Equipping Industrial Arts Facilities.

VT 002 908 ED 017 667 18
Industrial Arts Education.

VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.

VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.

VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

INDUSTRIAL ARTS TEACHERS

VT 002 908 ED 017 667 18
Industrial Arts Education.

INDUSTRIAL EDUCATION

VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.

Page

INFORMATION DISSEMINATION

VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.

VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.

INFORMATION SYSTEMS

VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

INSERVICE EDUCATION

VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.

INSERVICE TEACHER EDUCATION

VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.

VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.

VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in Midwestern Section of the United States.

INSTITUTES (TRAINING PROGRAMS)

VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.

VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

INSTRUCTIONAL AIDS

VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

SUBJECT INDEX

Page

INSTRUCTIONAL FILMS
VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.

INSTRUCTIONAL MATERIALS
VT 002 722 ED 015 256 106
The Remedial Education Program.
VT 004 482 ED 016 859 123
Summer Institute, 1967.
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.
VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.
VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

INSTRUCTIONAL MEDIA
VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

INSTRUCTIONAL PROGRAMS
VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.
VT 003 621 41
How Much Instruction in Farm Machinery.

INTEGRATION METHODS
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

INDERDISCIPLINARY APPROACH
VT 003 689 ED 016 823 22
Health Occupations Education Centers.

INTERPERSONAL RELATIONSHIP
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations

JOB ANALYSIS
VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.
35

Page

VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.

JOB APPLICANTS
VT 004 260 ED 016 218 78
The Job Hunt.

JOB APPLICATION
VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.
VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

JOB CORPS
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.

JOB LAYOFF
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.
VT 004 331 ED 016 140 82
Health Insurance Coverage for Workers on Layoff.

JOB SKILLS
VT 003 950 ED 015 301 44
What Does it Take to Sell Feed.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

SUBJECT INDEX

Page

JOB TRAINING
VT 003 854 ED 011 984 108
Action for Employment.

JUNIOR COLLEGES
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.

LABOR FORCE
VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.
VT 003 858 MP 000 270 69
Job Vacancy Surveys.
VT 003 877 MP 000 286 70
Changes in Occupational Employment Over the Past Decade.
VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.

LABOR FORCE NONPARTICIPANTS
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

LABOR MARKET
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.

LABOR UNIONS
VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.

Page

LABORERS
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

LEADERSHIP
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California.

LEADERSHIP TRAINING
VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

LIBRARY SCIENCE
VT 004 255 ED 016 127 77
Occupations in the Field of Library Science.

LIBRARY SPECIALISTS
VT 004 255 ED 016 127 77
Occupations in the Field of Library Science.

LITERATURE REVIEWS
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.
VT 004 330 ED 015 334 82
Local Manpower Data Programs.

LOW INCOME GROUPS
VT 000 684 ED 018 546 100
Working with Low-Income Families.

MDTA Programs
VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.

SUBJECT INDEX

Page

VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

MACHINE TOOLS
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

MANPOWER DEVELOPMENT
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.
VT 001 471 ED 018 581 103
Investment in Poor People
VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.
VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.
VT 003 959 ED 017 679 71
Symposium on Forecasting of Manpower Requirements.
VT 004 330 ED 015 334 82
Local Manpower Data Programs.

MANPOWER DEVELOPMENT AND TRAINING ACT
VT 001 556 ED 018 591 14
Report to the Congress of the United States, Review of Absences of Trainees Enrolled in Institutional Training Programs.
VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.

MANPOWER UTILIZATION
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

Page

VT 004 330 ED 015 334 82
Local Manpower Data Programs.

MASTERS THESES
VT 004 449 ED 015 345 172
Abstracts of Research Studies in Agricultural Education Completed in 1963-64 in the North Atlantic Region.
VT 004 451 ED 015 347 172
Abstracts of Research Studies in Agricultural Education Compiled in 1965-66 in the North Atlantic Region.

MATERIAL DEVELOPMENT
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

MATHEMATICS
VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.
VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.

MATHEMATICAL MODELS
VT 002 881 ED 016 797 63
Manpower Requirements and Demand in Agriculture by Regions and Nationally, with Estimation of Vocational Training and Educational Needs and Productivity.
VT 004 309 ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

MEASUREMENT TECHNIQUES
VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.

MECHANICAL DESIGN TECHNICIANS
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Detemining Courses of Study in Vocational Education Programs.

MEDICAL EVALUATION
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.

SUBJECT INDEX

Page

MENTALLY HANDICAPPED
VT 001 618 ED 018 600 105
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

METAL WORKING OCCUPATIONS
VT 000 873 ED 018 550 6
The Training of Skilled Workers.

METHODOLOGY
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.
VT 004 309 .ED 016 132 141
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

METHODS RESEARCH
VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.

MIGRATION PATTERNS
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.

MODELS
VT 000 973 ED 017 641 133
Methodology for Projection of Occupational Trends in the Denver Standard Metorpolitan Statistical Area.

MOTHERS
VT 003 662 MP 000 200 21
Child Day Care Service Needs.

MOTIVATION
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

NATIONAL SURVEYS
VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.
VT 002 908 ED 017 667 18
Industrial Arts Education.

Page

VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

NEGRO EMPLOYMENT
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.
VT 004 310 ED 015 327 78
Negro Participation in Apprenticeship Programs.
VT 004 327 ED 015 332 80
College, Color, and Employment.

NEGROES
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.

NEGRO TEACHERS
VT 004 327 ED 015 332 80
College, Color, and Employment.

NEIGHBORHOOD CENTERS
VT 003 854 ED 011 984 108
Action for Employment.

NEIGHBORHOOD IMPROVEMENT
VT 003 855 ED 015 293 109
Summer Community Youth Work Program.

NEIGHBORHOOD YOUTH CORPS
VT 002 722 ED 015 256 106
The Remedial Education Program.
VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.

NUMERICAL CONTROL
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

SUBJECT INDEX

Page

NURSES
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.

NUTRITION INSTRUCTION
VT 002 019 37
Activating a Nutritional Education Program in Pennsylvania Schools.

OCCUPATIONAL CHOICE
VT 001 641 150
High School Vocational Interest Survey in Canyon County.

OCCUPATIONAL CLUSTERS
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.

OCCUPATIONAL GUIDANCE
VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.
VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.
VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.
VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.

OCCUPATIONAL HOME ECONOMICS
VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.
VT 001 387 ED 018 570 12
Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level.

Page

VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.
VT 001 690 16
Essentials and Requirements of a Vocational Home Economics Program.
VT 001 907 17
Pilot Training Programs in Home Economics.
VT 003 036 64
Adult Education -- Preparation for Employment.
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.
VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

OCCUPATIONAL INFORMATION
VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.
VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.
VT 001 892 ED 017 656 150
Pathways to Health Careers.
VT 002 352 ED 015 062 61
Occupations in Electronic Computing Systems.
VT 002 442 ED 017 661 37
Mechnaical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.
VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.
VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.
VT 004 254 ED 015 126 77
Start Your Career with Apprecticeship in Washington, D. C.
VT 004 255 ED 016 127 77
Occupations in the Field of Library Science.

Page

VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.
VT 004 396 ED 011 709 119
Occupations in the Care and Rehabilitation of the Mentally Retarded.

OCCUPATIONAL MOBILITY
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.

OCCUPATIONAL SURVEYS
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.
VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.
VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.
VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.
VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.
VT 003 822 MP 000 242 68
Research on the Measurement of Job Vacancies for Domestic Workers.
VT 003 858 MP 000 270 69
Job Vacancy Surveys.
VT 003 877 MP 000 286 70
Changes in Occupational Employment Over the Past Decade.
VT 004 330 ED 015 334 82
Local Manpower Data Programs.

OCCUPATIONAL TESTS
VT 000 773 ED 018 547 87
Occupational Competency Tests.

Page

OCCUPATIONS
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960, Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

OFF FARM AGRICULTURAL OCCUPATIONS
VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.
VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.
VT 000 219 ED 017 623 49
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.
VT 000 546 ED 018 538 50
Occupational Opportunities and Training Needs for Non-Farm Agricultural Jobs in the Metropolitan Areas of Louisiana.
VT 000 562 ED 018 541 50
A Study of Employment Opportunities in Off-Farm Agricultural Occupations in Alabama.
VT 000 896 ED 017 636 53
Employment Opportunities and Needed Competencies in Off-Farm Agricultural Occupations in Massachusetts.
VT 001 202 ED 017 644 57
A Study of Non-Farm Agricultural Occupations in Kansas.
VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.
VT 001 410 ED 017 652 59
Agricultural Occupations Other than Farming in Missouri.
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

SUBJECT INDEX

Page

OFFICE MACHINES
VT 001 484 ED 017 653 97
Office Machines Used in Business Today.

OFFICE OCCUPATIONS
VT 001 598 ED 018 598 36
Sample Business Education Training Plans Conducted Under Manpower Development and Training Programs.

OFFICE OCCUPATIONS EDUCATION
VT 001 332 ED 018 564 34
Office Occupation Programs Under the Vocational Education Act of 1963.

ON THE JOB TRAINING
VT 002 849 62
Job Training for the Mature Woman Entering or Reentering the Labor Force.

ORGANIZATION
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

ORNAMENTAL HORTICULTURE
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.
VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

OUT OF SCHOOL YOUTH
VT 002 722 ED 015 256 106
The Remedial Education Program.

PARENT INFLUENCE
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

PART TIME TEACHERS
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.

Page

PARTICIPANT CHARACTERISTICS
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.

PERFORMANCE TESTS
VT 004 295 ED 015 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

PERSONAL VALUES
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

PERSONALITY
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

PHYSICAL SCIENCES
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

PHYSICALLY HANDICAPPED
VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.
VT 004 158 ED 016 110 118
Work Values of the Handicapped.
VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

PILOT PROJECTS
VT 001 454 ED 018 579 13
Pilot Training Program for Supervised Worker in Child Development Center.
VT 004 365 ED 016 854 44
Hospitality Education Curriculum Development Project.

PLANNING
VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

POPULATION TRENDS
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

SUBJECT INDEX

Page

POST SECONDARY EDUCATION
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.
VT 001 594 ED (See Sep '68 RIE) 15
A Study of the Educational Needs of Adults in Wyoming.
VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.

POVERTY PROGRAMS
VT 001 471 ED 018 581 103
Investment in Poor People.

PRACTICAL NURSES
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.
VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.

PRACTICAL NURSING
VT 000 868 ED 013 645 51
Practical Nursing in Illinois.

PREDICTIVE ABILITY (TESTING)
VT 002 250 92
The Use of the Differential Aptitude Tests in Predicting Achievement in High School and College.

PREDICTIVE VALIDITY
VT 003 680 ED 014 585 92
Validity Extension Data on the General Aptitude Test Battery.

PRETECHNOLOGY PROGRAMS
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.

PREVOCATIONAL EDUCATION
VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.
VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.

Page

VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.
VT 004 314 ED 015 328 119
No Longer Superfluous.

PRINTING
VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

PRODUCER SERVICES
VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

PRODUCTION TECHNICIANS
VT 002 442 ED 017 661 37
Mechanical Technology, Design and Production, Suggested Techniques for Determining Courses of Study in Vocational Education Programs.

PROFESSIONAL EDUCATION
VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.

PROGRAM ADMINISTRATION
VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.
VT 004 262 ED 016 130 22
The Fluid Power Institues Tested Procedures for Introducing Emerging Technologies, 1966.

PROGRAM ATTITUDES
VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.
VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.

SUBJECT INDEX

Page

VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

PROGRAM DESCRIPTIONS
VT 001 372 11
Vocational Education in California, 1964-65.
VT 001 907 17
Pilot Training Programs in Home Economics.
VT 002 552 ED (See Sep '68 RIE) 129
Industrial Arts and Technology, Past, Present, and Future.
VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.
VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.

PROGRAM DESIGN
VT 000 873 ED 018 550 6
The Training of Skilled Workers.

PROGRAM DEVELOPMENT
VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.
VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.
VT 000 982 ED 011 091 8
Organization and Operation of Distributive Education Programs for Adults.
VT 001 690 16
Essentials and Requirements of a Vocational Home Economics Program.
VT 001 907 17
Pilot Training Programs in Home Economics.
VT 002 019 37
Activating a Nutritional Education Program in Pennsylvania Schools.

Page

PROGRAM EFFECTIVENESS
VT 004 484 ED ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.

PROGRAM EVALUATION
VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.
VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.
VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.
VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.
VT 002 163 ED 016 785 18
Vocational Education in Utah.
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.
VT 003 663 MP 000 201 107
Follow-Up Study of MDTA E and D Project at North Carolina A and T State College.
VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.
VT 003 855 ED 015 293 109
Summer Community Youth Work Program.
VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.

Page

VT 004 335 ED 016 851 94
An Evaluation Plan for Business Education Programs in High Schools.
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

PROGRAM GUIDES
VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.
VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.
VT 000 669 5
Industrial Cooperative Training Programs.
VT 000 678 ED 017 630 6
Associate in Applied Science in Nursing.
VT 001 618 ED 018 600 105
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.
VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.
VT 004 490 ED 017 707 45
Dental Hygiene Manual, Guide for a Two-Year Post High School Curriculum.
VT 004 638 ED 015 734 25
Guidelines for Hospitality Education in Junior Colleges.

PROGRAM IMPROVEMENT
VT 000 331 ED 017 624 3
Allied Health Professions Educational Improvement Grants.

PROGRAM PLANNING
VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.
VT 000 519 ED 017 627 96
Space and Equipment for Homemaking Education.

Page

VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.
VT 001 428 ED 016 047 90
A Study of the Practical Nursing Programs in Vermont.
VT 002 646 38
Technical Illustration, Guide for Administrators, Instructors, and Students.
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.

PROGRAMED INSTRUCTION
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

PSYCHIATRIC HOSPITALS
VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.
VT 004 063 112
The Remotivation of Chronic Schizophrenic Men Patients, Abstract.

PSYCHOLOGICAL EVALUATION
VT 001 399 ED (See Sep '68 RIE) 101
Workshop for Counselors and Educators Concerned with the Education, Training and Employment of Minority Youth.

PUBLIC OPINION
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California.

PUBLIC POLICY
VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.

PUBLIC SCHOOLS
VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.

Q SORT
VT 004 157 ED 016 840 75
Characteristics of Outstanding Engineering Technicians in Arizona.

SUBJECT INDEX

Page

QUESTIONNAIRES
VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.

RACIAL ATTITUDES
VT 004 086 ED 015 308 73
The Negro and Equal Employment Opportunities.

RACIAL CHARACTERISTICS
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

RACIAL DIFFERENCES
VT 004 327 ED 015 332 80
College, Color, and Employment.

RADIO
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.

REAL ESTATE OCCUPATIONS 17
VT 001 860
Real Estate Education and Research Needs in the San Fernando Valley.

RECORDKEEPING
VT 003 255 ED 012 389 20
Pilot Programs in High Schools to Prepare Students for a Wide Spectrum of Computing, Recording, and Bookkeeping Occupations.
VT 004 557 ED 018 654 124
Level of Accounts and Records in Relation to Business and Personal Characteristics of Farmers in Agricultural Education.

REFERENCE MATERIALS
VT 000 681 ED 017 631 6
The Employment Aspect of Home Economics Education.

REMEDIAL INSTRUCTION
VT 002 722 ED 015 256 106
The Remedial Education Program.
VT 004 314 ED 015 328 119
No Longer Superfluous.

RESEARCH
VT 000 959 ED 018 553 8
Report of the Secretary of Labor on Manpower Research and Training.

Page

RESEARCH COORDINATING UNITS
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.
VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.
VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.

RESEARCH METHODOLOGY
VT 000 042 ED 017 619 132
North Atlantic Regional Research Conference in Agricultural Education.
VT 000 461 ED 018 535 132
Report of Research Coordination Conference on Agricultural Occupations.
VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.
VT 001 846 ED 016 056 137
Research Conference in Agricultural Education.
VT 002 121 ED 017 658 137
Research in Vocational Education.
VT 005 159 ED 017 740 30
Needed Research on Diffusion within Educational Organizations.

RESEARCH NEEDS
VT 000 682 ED 017 632 133
Proceedings of Annual Southern Regional Research Conference, Agricultural Education.
VT 001 860 17
Real Estate Education and Research Needs in the San Fernando Valley.
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.

RESEARCH OPPORTUNITIES
VT 002 121 ED 017 658 137
Research in Vocational Education

SUBJECT INDEX

Page

RESEARCH PROBLEMS
VT 002 121 ED 017 658 137
Research in Vocational Education.

RESEARCH PROJECTS
VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational And Technical Education Literature.

RESEARCH PROPOSALS
VT 003 612 ED 018 636 138
Federal Aid for Industrial Arts.
VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.

RESEARCH REVIEWS (PUBLICATIONS)
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.

RESEARCH SKILLS
VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.

RESOURCES
VT 002 019 37
Activating a Nutritional Education Program in Pennsylvania Schools.

RETENTION
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Block Versus Spaced Review.

RETRAINING
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

REVIEW (REEXAMINATION)
VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

ROLE CONFLICT
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

Page

ROLE PERCEPTION
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

ROLE THEORY
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

RURAL YOUTH
004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.

SAFETY EQUIPMENT
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.

SCHOOL DISTRICTS
VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

SCHOOL SAFETY
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.
VT 001 236 96
Standards for Eye Protection in Public Schools.
VT 001 269 97
Safety in the Drafting Room.

SCHOOL SHOPS
VT 001 269 97
Safety in the Drafting Room.

SCHOOL SURVEYS
VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.
VT 002 163 ED 016 785 18
Vocational Education in Utah.
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

SUBJECT INDEX

Page

SCIENTIFIC PRINCIPLES
VT 003 395 ED 016 813 40
The Role of the Physical Sciences in Electrical-Electronic Technology.

SCIENTISTS
VT 004 106 ED 016 103 74
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aero-Space and Electronics Firms in the San Francisco Bay Area During 1963-65.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.

SCREENING TESTS
VT 002 026 ED 016 784 91
Secondary Students' Mathematics Competencies in Relation to Employment Tests.

SECONDARY SCHOOLS
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

SECRETARIES
VT 001 452 ED 018 577 135
The Proceedings of the DPE (Research Training) Conference.
VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

SELF EVALUATION
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.

SEMINARS
VT 000 178 ED 017 622 144
Report of the Vocational Guidance Seminars, Summer 1965.
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.
VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

Page

SERVICE OCCUPATIONS
VT 004 384 ED 016 143 83
Manpower and the Growth of Producer Services.

SEX (CHARACTERISTICS)
VT 003 848 ED 015 290 68
Labor Force Projections by Color, 1970-80.

SKILLED LABOR
VT 001 471 ED 018 581 103
Investment in Poor People.

SKILLED OCCUPATIONS
VT 003 431 ED 014 020 66
A Study of the Registered Apprenticeship Program in Wisconsin.
VT 004 254 ED 016 126 77
Start Your Career with Apprenticeship in Washington, D.C.

SLOW LEARNERS
VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.
VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

SOCIAL INFLUENCES
VT 004 259 ED 016 849 151
A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth.

SOCIAL MOBILITY
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.

SOCIALLY MALADJUSTED
VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

Page

SOCIOLOGY
VT 004 329 ED 015 333 81
Sociological Studies of Occupations, A Bibliography.

SOUTHERN STATES
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

SPANISH SPEAKING
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.

SPECIAL EDUCATION
VT 001 618 ED 018 600 105
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.

SPEECH IMPROVEMENT
VT 004 089 ED 015 311 114
Secretarial Training with Speech Improvement.

STANDARDS
VT 001 235 ED 017 645 88
Business Education Standards.
VT 001 236 96
Standards for Eye Protection in Public Schools.
VT 004 486 25
Requirements for Approval of Educational Programs for Dental Assistants.

STATE DEPARTMENTS OF EDUCATION
VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.

STATE GOVERNMENT
VT 003 879 MP 000 288 70
Employment Effect of State and Local Government Spending.

Page

STATE PROGRAMS
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.
VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.

STATE SUPERVISORS
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.

STATISTICAL ANALYSIS
VT 004 309 ED 016 132 14
Methodology for Projection of Occupational Trends in the Denver Standard Metropolitan Statistical Area.

STATISTICAL DATA
VT 001 516 ED 018 586 103
Virginia Secondary School Dropouts, 1962-63.

STEEL INDUSTRY
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.

STENOGRAPHERS
VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.

STENOGRAPHY
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

STRUCTURAL ANALYSIS
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

STUDENT ATTITUDES
VT 000 943 ED 017 640 145
Developing Proper Attitudes Toward Eye Protection in the School Shop.
VT 001 008 ED 017 642 101
The South Dakota Secondary School Dropout Population, 1963-1964.

SUBJECT INDEX

Page

VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.
VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

STUDENT ENROLLMENT
VT 002 908 ED 017 667 18
Industrial Arts Education.

STUDENT EVALUATION
VT 001 235 ED 017 645 88
Business Education Standards.
VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.

STUDENT NEEDS
VT 001 460 ED 018 580 148
What Kinds of Occupational Information Do Students Need.

STUDENT PERSONNEL SERVICES
VT 001 612 ED 018 599 149
Developing a Program of Student Personnel Services for Area Vocational-Technical Schools.

STUDENT REHABILITATION
VT 004 114 MP 000 331 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Abstract.
VT 004 115 ED 016 106 117
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone.

STUDENT TEACHING
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.

Page

SUBPROFESSIONALS
VT 000 901 ED 017 637 53
Mathematical Expectations of Technicians in Michigan Industries.
VT 001 030 ED 018 555 9
Technical Education.

SUMMER INSTITUTES
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.
VT 004 482 ED 016 859 123
Summer Institute, 1967.
VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institutes for Business Teachers.
VT 005 003 ED (See Sep '68 RIE) 126
Programming Exercises for Computer Aided Drafting.

SUMMER PROGRAMS
VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.

SUPERVISOR QUALIFICATIONS
VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

SUPERVISORS
VT 001 387 ED 018 570 12
Opinions of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level.

SUPERVISORY METHODS
VT 000 555 ED 018 539 86
An Instrument for Use in the Self Evaluation of State Staff Supervisory Programs in Agriculture Education.
VT 001 264 ED 016 042 89
An Evaluation of the Farm Labor Supervisor Training Program in California.

SURVEYS
VT 000 927 ED 017 638 7
Fact-Finding in Vocational Education.
VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.

Page

VT 001 244 ED 017 646 134
Detroit Study of the Effectiveness of High School Education for Entrance into the World of Work.
VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.

TABLES (DATA)
VT 004 311 ED 016 133 79
U.S. Census of Population, 1960. Subject Reports, Labor Reserve -- Age, Education, Occupation, and Other Characteristics of Former Members of the Labor Force.

TASK PERFORMANCE
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

TEACHER ATTITUDES
VT 001 313 ED 017 650 168
Liberal Orientations for Vocational Teaching.
VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

TEACHER BEHAVIOR
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

TEACHER CHARACTERISTICS
VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.
VT 004 836 ED 017 723 27
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

TEACHER EDUCATION
VT 000 205 156
The Role of Teacher Education Institutions, In-Service Programs.
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.

Page

VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.
VT 003 593 ED 017 678 129
Developing Human Potential through Industrial Arts.
VT 004 262 ED 016 130 22
The Fluid Power Institutes Tested Procedures for Introducing Emerging Technologies, 1966.
VT 004 484 ED 016 861 163
A Study of the Effectiveness of Data Processing Summer Institues for Business Teachers.
VT 004 593 ED 016 865 164
The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation.
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.
VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.

TEACHER EVALUATION
VT 004 483 ED 016 860 162
Evaluation of Student Teaching in Home Economics.

TEACHER PARTICIPATION
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

TEACHER PLACEMENT
VT 004 312 ED 016 134 160
Placement Services for College Teachers.

TEACHER RECRUITMENT
VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.

SUBJECT INDEX

Page

TEACHER ROLE
VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

TEACHER SELECTION
VT 002 023 158
Distributive Education for Adults, Selection and Training of Part-Time Instructors.

TEACHER SEMINARS
VT 004 854 ED 017 726 165
An Eight Week Seminar in an Introduction to Numerical Control on Two- and Three-Axis Machine Tools for Vocational and Technical Machine Tool Instructors.

TEACHER SUPPLY AND DEMAND
VT 004 313 ED 016 135 161
Academic Labor Markets.

TEACHING METHODS
VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.
VT 003 621 41
How Much Instruction in Farm Machinery.
VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.

TECHNICAL EDUCATION
VT 000 022 ED 014 266 48
A Study of the Need for Technician Training in Agriculture and Welding at Yuba College.
VT 000 532 ED 012 582 3
Technical Education in Michigan Community Colleges.
VT 001 030 ED 018 555 9
Technical Education.
VT 001 120 33
Agricultural Technology, Agricultural Equipment.
VT 003 689 ED 016 823 22
Health Occupations Education Centers.

Page

VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.
VT 005 268 ED 017 743 45
Research Visbility. Vocational Education Is Service--Curriculum Development and Instructional Materials.
VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.
VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

TECHNOLOGICAL ADVANCEMENT
VT 002 385 ED 014 555 61
Technology and Manpower in the Health Service Industry, 1965-75.
VT 004 111 ED 015 324 75
Obsolescence and Updating of Engineers' and Scientists' Skills.
VT 004 159 ED 015 326 140
Evaluation of Changes in Skill-Profile and Job-Content Due to Technological Change.
VT 004 234 ED 016 115 76
Farmers, Workers, and Machines.
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

TECHNOLOGY
VT 002 954 ED 016 069 39
Curricular Considerations, Oswego.

TEENAGERS
VT 000 685 ED 017 633 14[illegible]
Educating the Teen-Ager in Human Relations and Management of Resources.

TEST CONSTRUCTION
VT 000 773 ED 018 547 87
Occupational Competency Tests.

TRADE AND INDUSTRIAL EDUCATION
VT 000 669 5
Industrial Cooperative Training Programs.
VT 000 773 ED 018 547 87
Occupational Competency Tests.
VT 000 895 ED 018 551 88
The Status of and Need for Industrial Education in the Public Secondary Schools in Utah.

SUBJECT INDEX

Page

VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.
VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.
VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.
VT 004 295 ED 016 850 93
Development and Utilization of a National Vocational-Technical School Achievement Testing Program Using the Printing Trades as a Pilot Area.
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

TRADE & INDUSTRIAL TEACHERS
VT 001 365 ED 016 044 157
Trade and Technical Teacher's Opinions on Inservice Education.

TRANSPARENCIES
VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

TYPEWRITING
VT 004 397 ED 016 856 170
The Effect of Emphasizing Production Typewriting, Contrasted with Speed Typewriting in Developing Production Typewriting Ability.
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

TYPISTS
VT 001 331 ED 018 563 58
Selected Entry Office Jobs for the High School Student.

UNEMPLOYED
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decision to Forego Retraining Under Manpower Development and Training Act of 1962.
VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.

Page

VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.
VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.
VT 004 100 ED 015 320 73
The Unemployed and the Underemployed.
VT 004 260 ED 016 128 78
The Job Hunt.
VT 004 314 ED 015 328 119
No Longer Superfluous.
VT 004 326 ED 015 331 80
Unused Manpower, the Nation's Loss.

UNEMPLOYMENT
VT 003 682 ED 014 586 138
A Study of Relationships Between the Employment Service Active File and Unemployment, Greensboro - High Point Area.

UNEMPLOYMENT INSURANCE
VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.
VT 003 880 MP 000 289 71
New Evidence on Problems of Reemployment.

UNSKILLED WORKERS
VT 001 090 ED 018 557 146
A Study of Factors in Workers' Decisions to Forego Retraining Under Manpower Development and Training Act of 1962.

VISITING HOMEMAKERS
VT 003 308 ED 016 074 123
Development of a Film on Homemaker Services.

VOCABULARY
VT 004 635 ED 017 714 124
The Vocabulary of Instructional Materials for Typing and Stenographic Training.

VOCATIONAL AGRICULTURE
VT 000 043 ED 017 620 2
The Organization and Utilization of Agricultural Advisory Boards in New York State.
VT 000 083 ED 018 530 168
Teaching Agricultural Mechanics in High School.

SUBJECT INDEX

Page

VT 000 103 ED 018 532 2
Developing Programs in Agricultural Occupations.

VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.

VT 000 429 ED 018 534 32
A Study of Education Regarding Cooperative Organizations in Rural Areas in 118 Illinois High Schools.

VT 000 474 ED 018 536 86
Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture.

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The Development of a Modern Curriculum in Vocational Agriculture.

VT 000 779 ED 016 770 122
Transparency Masters for Agricultural Education...Interim Report.

VT 000 934 ED 017 639 96
Planning Vocational Agricultural Facilities.

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Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

VT 001 206 ED 018 560 9
Vocational Agriculture in Transition for Occupational Education.

VT 001 381 ED 016 046 34
The Status of Specialized Courses in Vocational Agriculture.

VT 001 391 ED 018 571 89
Instrument for Evaluating a Department of Vocational Agriculture.

VT 001 714 ED 016 053 16
Handbook for Developing and Operating Agricultural Occupations Programs.

VT 002 889 ED 013 538 169
The Relative Effectiveness of Supplementing Programed Instruction with Blocked Versus Spaced Review.

VT 003 621 41
How Much Instruction in Farm Machinery.

VT 003 674 ED 018 638 42
Education Regarding Credit for Agricultural Production. Report no. 2, Survey of Teachers of Agriculture.

VT 003 946 ED 014 616 42
Post-High School Curriculum for the Grain, Feed, Seed and Farm Supply Industry.

VT 003 950 ED 015 301 44
What Does it Take to Sell Feed.

Page

VT 004 660 ED 016 867 164
University of Illinois Summer Institute for Teachers of Ornamental Horticulture in the Midwestern Section of the United States.

VOCATIONAL AGRICULTURE TEACHERS

VT 000 400 ED 017 625 32
Preparing Students for Employment in Agriculture.

VT 001 261 156
An Examination of the Cooperative Attitude Between Vocational Agriculture Instructors and County Agents.

VT 001 938 ED 016 781 157
A Role Analysis of the Beginning Teacher of Vocational Agriculture in Ohio.

VOCATIONAL COUNSELING

VT 004 528 ED 017 710 153
Exploratory Study of Information--Processing Procedures and Computer-Based Technology in Vocational Counseling.

VOCATIONAL DIRECTORS

VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.

VT 004 932 ED 017 728 28
The Qualifications and Professional Responsibilities of Vocational Directors at the Local District Level in the State of Utah.

VOCATIONAL EDUCATION

VT 000 099 ED 018 531 172
A Bibliography of Published and Unpublished Vocational and Technical Education Literature.

VT 000 557 ED 018 540 4
A Guide for Part-Time Cooperative Education Programs.

VT 000 672 ED 017 629 5
The Need for Area Vocational Schools in Michigan.

VT 000 873 ED 018 550 6
The Training of Skilled Workers.

VT 000 927 ED 017 638 7
Fact-Finding in Vocational Education.

VT 000 959 ED 018 554 8
Report of the Secretary of Labor on Manpower Research and Training.

VT 001 033 55
Pattern for Progress, An Extension of the Blueprint for Action.

Page

VT 001 089 ED 018 556 146
Leadership for Vocational Education in California.
VT 001 103 56
Graduate Follow-Up, 1964.
VT 001 274 ED 017 648 10
A Look at Education for Work in the Omaha Public Schools.
VT 001 334 ED 018 565 135
Research Training Institute for Persons in Vocational Education Participating in Research and Development Activities.
VT 001 362 ED 018 567 58
Survey of Information on Vocational and Technical Education in the State of Illinois.
VT 001 364 ED 018 568 11
Leadership for Vocational Education in California.
VT 001 372 11
Vocational Education in California, 1964-65.
VT 001 392 35
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. First Quarterly Technical Report.
VT 001 393 36
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Second Quarterly Technical Report, The Problem of Defining Objectives.
VT 001 447 ED 018 576 12
Leadership for Vocational Education in California--January-February, 1966.
VT 001 486 ED (See Sep '68 RIE) 128
A Report on the Administrator's Conference on Vocational Education.
VT 001 533 MP 000 107 104
Job Corps Enrollee Applicant Medical Record Analysis and Screening.
VT 001 573 ED 018 592 136
Report of a National Vocational-Technical Education Seminar on Research and Curriculum Development.
VT 002 121 ED 017 658 137
Research in Vocational Education.
VT 002 163 ED 016 785 18
Vocational Education in Utah.
VT 002 371 ED 016 063 105
Preparacion, Progreso, Porvenir.
VT 002 944 ED 016 803 159
Review of Research in Vocational Technical Teacher Education.

Page

VT 003 249 ED 017 677 19
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.
VT 003 260 ED 015 263 65
National Vocational-Technical Education Seminar on Occupational Mobility and Migration.
VT 003 300 ED 016 810 66
Education and Vocational Training of TEC Claimants.
VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.
VT 003 431 ED 014 020 66
A Study of the Registered Apprenticeship Program in Wisconsin.
VT 003 522 ED 016 818 67
A Technique for Projection of Occupational-Educational Requirements for State Educational Planning Areas.
VT 003 585 ED 018 635 20
Position Statement on a National Manpower Policy.
VT 003 702 ED 016 824 93
An Evaluation Plan for the Greene Joint Vocational School.
VT 003 823 ED 016 828 139
Continuation of Research Coordinating Unit for Vocational Education in Oklahoma.
VT 003 867 ED 014 614 110
Report on MDTA Institutional Training Program Developments.
VT 004 082 ED 015 306 112
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing.
VT 004 083 MP 000 308 113
Education of Deaf and Hard of Hearing Adults in Established Facilities for the Normally Hearing. Summary.
VT 004 092 ED 015 314 114
Vocational Readiness for Young Disabled Students in New York City.
VT 004 417 ED 016 858 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume One.
VT 004 418 ED 017 688 24
A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. Volume Two.
VT 004 656 ED 016 144 141
Structuring a Program of Research and Development for Kentucky.
VT 004 939 ED 017 730 125
Educational Media in Vocational and Technical Education.

SUBJECT INDEX

Page

VT 004 940 ED 017 731 142
Procedural Guide for Writing of Proposals.
VT 005 038 ED 016 873 29
Research Visibility. Vocational Education Is People with Educational Needs Beyond the High School.
VT 005 039 ED 016 874 166
Research Visibility. Vocational Education Is Service--Toward Teaching Excellence.
VT 005 136 173
Bibliography of Studies in Occupational Education Conducted in Minnesota--1965-67.
VT 005 268 ED 017 743 45
Research Visibility. Vocational Education Is Service--Curriculum Development and Instructional Materials.
VT 005 744 ED (See Oct '68 RIE) 173
Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.
VT 005 745 ED (See Oct '68 RIE) 174
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Summer 1968.

VOCATIONAL EDUCATION TEACHERS
VT 004 402 ED 017 686 161
An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma.

VOCATIONAL FOLLOWUP
VT 000 667 ED 018 543 87
An Evaluation of Illinois Post-High School Educational Programs in Agriculture.
VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.
VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.
VT 001 103 56
Graduate Follow-Up, 1964.
VT 001 188 ED 018 559 56
Occupations of South Carolina's Vocational Agriculture Students Completing a Prescribed Course, 1959-63.

Page

VT 001 597 ED 018 597 90
Santa Cruz County Schools Student Follow-Up Survey.
VT 003 361 ED 016 076 107
Survey of Terminees from Out-of-School NYC Projects.

VOCATIONAL HIGH SCHOOLS
VT 001 207 ED 018 561 57
The Employment Situation of White and Negro Youth in the City of Baltimore.

VOCATIONAL INTERESTS
VT 000 340 ED 018 533 144
A Report of the Student Vocational Interest Surveys in Ohio Schools, July 1964 to June 1965.
VT 001 541 ED 018 588 148
70,000 High School Seniors, Their Educational and Vocational Plans.

VOCATIONAL REHABILITATION
VT 004 060 ED 016 100 110
Work and Mental Disorder.
VT 004 061 111
Work and Mental Disorder. Summary.
VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.
VT 004 063 112
The Remotivation of Chronic Schizophrenic Men Patients, Abstract.
VT 004 092 ED 015 341 114
Vocational Readiness for Young Disabled Students in New York City.
VT 004 095 ED 012 930 115
The Cooperative Program for Rehabilitation of the Disabled Indian.
VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.
VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.
VT 004 161 MP 000 339 118
The Cooperative Program for Rehabilitation of the Disabled Indian. Summary.

SUBJECT INDEX

Page

VOCATIONAL SCHOOLS
VT 001 010 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts State-Aided Vocational Schools, Class of 1962.
VT 001 024 54
Placement of Graduates from Trade and Industrial Programs in Massachusetts, State-Aided Vocational Schools, Class of 1964.

WAGES
VT 000 871 ED 018 549 52
Industry Wage Survey--Banking, November-December 1964.
VT 002 910 ED 017 669 63
A Directory of Community Wage Surveys, 1948-June 1965.

WAREHOUSES
VT 004 332 ED 016 141 83
Impacts of Technological Changes in Warehousing, Phase I.

WHITE COLLAR OCCUPATIONS
VT 004 260 ED 016 128 78
The Job Hunt.

WOMENS EDUCATION
VT 001 125 ED 018 558 147
Counseling Girls and Women.

WORK ATTITUDES
VT 004 158 ED 016 110 118
Work Values of the Handicapped.

WORK EXPERIENCE
VT 004 062 ED 016 101 111
The Remotivation of Chronic Schizophrenic Men Patients.
VT 004 063 112
The Remotivation of Chronic Schizophrenic Men Patients, Abstract.

WORK EXPERIENCE PROGRAMS
VT 001 618 ED 018 600 105
A Plan for an Employment Orientation Program for Retarded Pupils in Public Schools in New Jersey.
VT 002 897 ED 017 665 159
Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs.
VT 003 666 ED 014 581 108
Handicapped Youth Experimental Training Fund.

Page

VT 003 855 ED 015 293 109
Summer Community Youth Work Program.
VT 004 112 MP 000 329 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program. Summary.
VT 004 113 ED 016 105 116
A Project Demonstrating the Effectiveness of Vocational Rehabilitation Services in a Total Psychiatric Care Program.

WORKING WOMEN
VT 001 125 ED 018 558 147
Counseling Girls and Women.
VT 003 662 MP 000 200 21
Child Day Care Service Needs.

WORKSHOPS
VT 000 684 ED 018 546 100
Working with Low-Income Families.
VT 001 840 ED 017 654 169
Programmed Learning in Extension Training.
VT 004 178 ED 015 042 151
Vocational-Educational Information Workshop for Rural Guidance Workers.
VT 004 855 ED 017 727 28
Workshop on Organization and Operation of Cooperative Work Experience Programs in Trade and Industrial Education.

YOUTH EMPLOYMENT
VT 003 855 ED 015 293 109
Summer Community Youth Work Program.

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THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

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no.	name of publication	cost	ERIC system*
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